

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Health Solutions	Department/School	No departments
Prefix: <u>HC</u> <u>D</u>	Number: <u>400</u>	Title: <u>Interpreting the Scientific Literature</u>	Units: <u>3</u>

**Course description:** Course Description: Emphasizes clinical relevance and application of searching and interpreting the literature, using case studies as examples. Applies these skills through in-class activities and through written report at the conclusion of the course. These tools ultimately assist the student with critical thinking and application of concepts to clinical scenarios.

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Literacy and Critical Inquiry core course (L)

**Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

### Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

### Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

### Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

### A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

### Contact information:

Name	Elizabeth Kizer, DrPH (course lead)	E-mail	Elizabeth.A.Kizer@asu.edu	Phone	602-496-1039
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**Department Chair/Director approval: (Required)**

Elizabeth Kizer, Degree Coordinator Science of HC

Chair/Director name (Typed):

Delivery

Date: 9/26/19

Chair/Director (Signature):

*Elizabeth Kizer*

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**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Appendix A: Assignment Descriptions
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Appendix A: Assignment Descriptions & Appendix B: Detailed Assignment Guidance
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			

C-4

Course Prefix	Number	Title	General Studies Designation
HCD	400	Interpreting the Scientific Literature	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	Exactly 68% of the assessments (340/500 points) are written assessments requiring a student to gather, interpret, and apply evidence from a literature review and/or class materials. The student submits a written assignment every week.	See the "Method of Assessment" table in the syllabus
C-2	The students conduct a literature review in the first week and then use that evidence for subsequent assignments. They also are required to read the textbook and supplemental articles. In their written assignments there is a strong emphasis on citation and reference. The students are expected to utilize the evidence to support their statements.	See Appendix A: Assignment Description for a general overview of the various written assignments.
C-3	Though students are required to submit a written assignment each week there are two that are more substantial than the rest. In addition to other prompts, in Assignment #3 students are asked to write an essay highlighting cultural considerations practitioners should be aware of when discussing health issues (in the context of the student's area of interest/research question). The final letter is also a substantial written assignment requiring the student to critically analyze the literature to answer a research question. The letter format is utilized to encourage the student to consider this information in the context of their future practice.	Appendix B: Detailed Assignment Guidance

C-4	Written assignments are due weekly and feedback is provided within 48 hours of the due date. In two cases, to ensure success, students submit a draft and a final version and receive feedback between the two submissions. In the first assignment the students are refining a focused research question and locating relevant research. Since this assignment lays the groundwork for the rest of the assignments, student have the opportunity to submit a revised version after feedback from the first submission is received. For the final assignment students engage in a peer review process using the rubric prior to the submission of their final submission.	Syllabus & Appendix B -Detailed assignment guidance
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# Course Syllabus

[Jump to Today](#) [Edit](#)

To print: MAC users press "⌘" + "P". PC users press "CTRL" + "P".



## HCD 400 Interpreting Scientific Literature

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### Course and Faculty Information

**Course Description:** This course is designed to provide the skills necessary to critically read and evaluate peer-reviewed journal articles and other professional publications in Health Sciences research. These are critical skills for students going on to professional programs as well as any student who will be responsible for reading, understanding, and applying the scientific literature to their own professional area of practice.

**Credits:** 3

**Prerequisites:** Minimum 45 hours

**Instructor:** Elizabeth Kizer, DrPH, MS

**Phone:** 602-496-1039

**Office location:** Health South 414

**Email address:** [Elizabeth.A.Kizer@asu.edu](mailto:Elizabeth.A.Kizer@asu.edu)

**Office Hours:** Arranged via email

### Course Learning Outcomes

At the completion of this course, students will be able to:

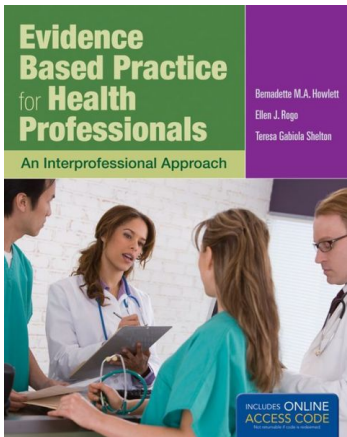
1. Develop the tools necessary to critically evaluate journal articles and other professional publications/presentations in the Health Sciences;
2. Develop an understanding of the concept of "evidence-based practice", including the process by which a body of research data are evaluated to determine the "strengths" and potential "weaknesses" of the evidence; and



3. Operating available print and electronic resources to locate and utilize consensus statements, professional position papers, current research, guidelines, etc.
4. Utilize the scientific literature to identify evidence-based solutions to health problems.



## Textbooks



Howlette, B., Rogo, E., & Shelton, T.G. (2013). Evidence based practice for health professionals. Burlington, MA: Jones & Bartlett Learning.

ISBN 13: 978-1-4496-5277-7.

Students must have regular access to a computer and reliable internet access to be able to complete this course. Please keep in mind that if you do not have access to these materials, this course might not be the right format for you.

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) (<http://my.asu.edu>) and [myasucourses.asu.edu](http://myasucourses.asu.edu) (<http://myasucourses.asu.edu>); bookmark both in the event that one site is down.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome \(https://www.google.com/chrome/\)](https://www.google.com/chrome/), [Mozilla Firefox \(http://www.mozilla.org/en-US/firefox/new/\)](http://www.mozilla.org/en-US/firefox/new/), or [Safari \(http://www.apple.com/safari/\)](http://www.apple.com/safari/).)
- [Adobe Acrobat Reader \(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/) (free)
- [Adobe Flash Player \(http://get.adobe.com/flashplayer/\)](http://get.adobe.com/flashplayer/) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free \(https://myapps.asu.edu/app/microsoft-office-2016-home-usage\)](https://myapps.asu.edu/app/microsoft-office-2016-home-usage) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

**Note:** A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

# Student Success



To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access **ASU Online Student Resources** (<http://goto.asuonline.asu.edu/success/online-resources.html>)

## Method of Assessment

Assignment	Points Total
Syllabus/Schedule quiz	10
Written Assignments (6 at 40 points each)	240
Chapter Quiz (5 @ 30 - lowest score is dropped)	150
Final patient/policy letter	100
<b>Total Points Possible:</b>	<b>500</b>

## Grading

Grade	Percentage	Points Range
A+	97 – 100	485 - 500
A	93 - 96	465 - 484
A-	90 - 92	450 - 464
B+	87 – 89	435 - 449
B	83 - 86	415 - 434
B-	80 - 82	400 - 414
C+	77 - 79	385 - 399

<b>C</b>	70 - 76	350 - 384
<b>D</b>	60 – 69	300 - 349
<b>E</b>	Below 60%	299 or less



## Summary of Assignments

Instructions and grading rubrics on the specific work to be completed can be found in the course's Canvas page.

**Syllabus Quiz:** Questions based on the syllabus content and the course schedule. You can take this quiz as many times as necessary for you to receive 100%.

**Reading Assessments:** For each module there will be a 20 question multiple choice, multiple answer, matching, true/false assessment to ensure you are staying current with the readings. Module assignments are based upon the material in the book so it is imperative that you read the chapters assigned to be successful.

**Module Assignments:** In Module 1 you will identify a research question which will guide your investigation and exploration during the course of the semester. Each module builds upon the last. Module assignments are an opportunity to apply what you have read about in the text book. You will employ critical thinking and research skills to find relevant research, consider research methods and statistical analyses, communicate and translate health knowledge, explore epidemiological questions, and question the trustworthiness of evidence. Assignments are written assignments which require properly formatted in-text citations and references. You may use AMA or APA style for this class.

For many of the assignments we require that you attach a full-text copy of the article you used. We DO NOT want a link. We also request that in each of the written assignments that you cut & paste the assignment guidance into your word processor and answer each of the prompts below the question asked.

In two assignments (Assignment #1 & Final Letter) you will have the opportunity to submit a draft and then a final version. Please note the due dates for both the draft and the final.

## Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter \(http://www.thetimezoneconverter.com/\)](http://www.thetimezoneconverter.com/) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 48 hours of the due date in Canvas.

## Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Reading assessments will not be accepted late. The lowest score is dropped - this will allow for one missed or poor score.

Written unit assignments are accepted up to two days late. A 10% per day reduction of the final grade per day will apply to late assignments up to two days late. The highest score a student can receive if the assignment is one day late is 36/40. The highest score the student can receive if the assignment is two days late is 32/40.

No late assignments are accepted for the final patient/policy-maker letter.

Follow the appropriate University policies to request an [accommodation for religious practices \(http://www.asu.edu/aad/manuals/acd/acd304-04.html\)](http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment [due to University-sanctioned activities \(http://www.asu.edu/aad/manuals/acd/acd304-02.html\)](http://www.asu.edu/aad/manuals/acd/acd304-02.html).

## Communicating With the Instructor

### Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

### Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

### Email

ASU email is an [official means of communication \(http://www.asu.edu/aad/manuals/ssm/ssm107-03.html\)](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

***All instructor correspondence will be sent to your ASU email account.***

# ASU Online Course Policies



View the [ASU Online Course Policies](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html) (<https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html>)

## Accessibility Statements







View the [ASU Online Student Accessibility](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html) (<https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html>) page to review accessibility statements for common tools and resources used in ASU Online courses.














If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

## Course Summary:

Date	Details
Sun Jan 13, 2019	 <b>Module 0: Academic Integrity Agreement</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725980">https://asu.instructure.com/courses/34282/assignments/725980</a> ) due by 11:59pm
	 <b>Module 1: Assignment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725990">https://asu.instructure.com/courses/34282/assignments/725990</a> ) due by 11:59pm
Sun Jan 27, 2019	 <b>Module 3 Assignment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725996">https://asu.instructure.com/courses/34282/assignments/725996</a> ) due by 11:59pm
Sun Feb 3, 2019	 <b>Module 4: Assignment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725998">https://asu.instructure.com/courses/34282/assignments/725998</a> ) due by 11:59pm
Sun Feb 10, 2019	 <b>Module 5: Assignment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725999">https://asu.instructure.com/courses/34282/assignments/725999</a> ) due by 11:59pm
Sun Feb 17, 2019	 <b>Module 6: Assignment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/726001">https://asu.instructure.com/courses/34282/assignments/726001</a> ) due by 11:59pm

Date	Details	
Mon Feb 25, 2019	 <b>Module 7: Final patient/policy-maker letter</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/726002">https://asu.instructure.com/courses/34282/assignments/726002</a> )	due by 11:59pm
	 <b>Exam 1</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725981">https://asu.instructure.com/courses/34282/assignments/725981</a> )	
	 <b>Exam 2</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725982">https://asu.instructure.com/courses/34282/assignments/725982</a> )	
	 <b>Exam 3</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725986">https://asu.instructure.com/courses/34282/assignments/725986</a> )	
	 <b>Module 1: Reading Assessment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725983">https://asu.instructure.com/courses/34282/assignments/725983</a> )	
	 <b>Module 2: Assignment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725994">https://asu.instructure.com/courses/34282/assignments/725994</a> )	
	 <b>Module 2: Reading Assessment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725985">https://asu.instructure.com/courses/34282/assignments/725985</a> )	
	 <b>Module 3: Reading Assessment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725987">https://asu.instructure.com/courses/34282/assignments/725987</a> )	
	 <b>Module 3: Self-assessment: Review of Chapters 5-6</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725984">https://asu.instructure.com/courses/34282/assignments/725984</a> )	
	 <b>Module 4: Reading Assessment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725977">https://asu.instructure.com/courses/34282/assignments/725977</a> )	
	 <b>Module 5: Reading Assessment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725988">https://asu.instructure.com/courses/34282/assignments/725988</a> )	
	 <b>Module 6: Reading Assessment</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725978">https://asu.instructure.com/courses/34282/assignments/725978</a> )	
	 <b>Syllabus Quiz</b> ( <a href="https://asu.instructure.com/courses/34282/assignments/725979">https://asu.instructure.com/courses/34282/assignments/725979</a> )	

## Appendix A: Assignment Descriptions

HCD 400 assignments build upon one another. An outline of the assignments is provided below:

### Criterion 2

### Criterion 3

#### 1. Assignment #1: Defining a research question and locating evidence

- a. In the first assignment students will formulate a PPAARE (Patient, Problem, Action, Alternative, Result, Evidence) question. This question is used for each of the following assignments.
- b. Students are required to utilize various health-related literature databases (PubMed, CINAHL, Cochrane...) to conduct a brief literature review in order to answer their question.
- c. Students will compare the level of evidence of their two articles utilizing the evidence hierarchy provided. They will consider whether the articles conflict in any way. They will make an argument about which article better addresses their question.
- d. There is a strong emphasis on citation and reference throughout the class.

#### 2. Assignment #2: Health communication

- a. Students are asked to write about their PPAARE question and the evidence they located at a fifth-grade level in order to develop skills in providing information to populations with low health literacy.
- b. Students write a brief essay exploring the various cultural aspects of communicating health information in the context of their research question and drawing upon class material.

#### 3. Assignment #3: Interpreting Quantitative Methods

- a. Students are asked to write about the quantitative methods utilized in an original research article related to their PPAARE question. They are asked to interpret the results utilizing class materials as a reference.
- b. Students will write about the limitations of the study as well as the recommendations for future research. They are encouraged to think about additional limitations and recommendations beyond the authors'.

#### 4. Assignment #4: Epidemiology and the opioid epidemic (case study)

- a. Examining a case study of the opioid epidemic in AZ, students are asked to critically evaluate a report generated by the Arizona Department of Health Services and identify recommendations that are evidence-based and those that are not. Students consider their own PPAARE question and consider the utility of an epidemiological investigation in answering their question.

#### 5. Assignment #5: Evidence-based practices in assessment, treatment & harm prevention (case study)

- a. Examining a case study of the use of opioids in the emergency room – students are asked to consider two studies/articles published nearly 30 years apart with the same conclusion. Here we explore how medical practice is not always current with the research. Students are asked to compare/contrast the outcomes in the articles and critically consider why the usual treatment has not changed.

#### 6. Assignment #6: Trustworthiness of evidence

## Appendix A: Assignment Descriptions

- a. Students are asked to write about the factors that contribute to trustworthy evidence by drawing upon class materials.
7. Final letter
- a. Students are asked to prepare a letter to a patient or policy-maker responding to prompts that summarize and explore the evidence related to the student's PPAARE question of choice (level of evidence, strengths and weaknesses of evidence, trustworthiness, and recommendations for action based upon the evidence). There is a strong emphasis on utilizing evidence from the class and literature in the preparation of the letter.



## APPENDIX B: Detailed Assignment Guidance

# Module 1: Assignment



✓ Published

Edit



**This assignment is very important because you will chose a question that will be used throughout the rest of the course. Please give this assignment sufficient attention and time.** For written assignments 1-6 please cut and paste the guidance for this assignment into your word processor and then answer each question below the prompt.

## Step 1:

Write a PPAARE Question of interest to you. Use the format provided in your book (pages 88-94 provides great examples of questions that usually start with, "*What is the highest level of evidence...*").

Be sure to write out the question in your Assignment #1 at the top. This question will guide the application of your knowledge throughout this course.

## Step 2:

Using **two** different databases listed in Table 4-11 of your book. Answer the following questions for the first database that you searched:

1. What resource did you use (ex: PubMed, Cochrane Library, Google Scholar, Web of Science, etc)?
2. What was the date of your search?
3. What keywords did you use? Any MeSH terms?
4. What limits (dates, publication or study type) did you set, if any?
5. What is the complete reference for the article that you found? (use **AMA** (<https://owl.english.purdue.edu/owl/resource/1017/02/>) or **APA** (<https://owl.english.purdue.edu/owl/resource/560/01/>) style reference)
6. Would the general public have access to the article? Did you need a subscription?
7. What is the level of evidence (from the pyramid on page 89 of your book)?
8. How relevant is the article that you found to your PPAARE question? In other words, how does the evidence in the article answer your question or not? Provide a substantive response that incorporates knowledge from the course.

## Step 3:


Answer the same questions (1-8) for the article that you found in a second database.

## Step 4:

Write a general conclusion paragraph about which article provided more sound and robust information. Which article better addresses your question and how? How do the articles compare in terms of the level of evidence they present? Did the information contained in the two articles conflict in any way?

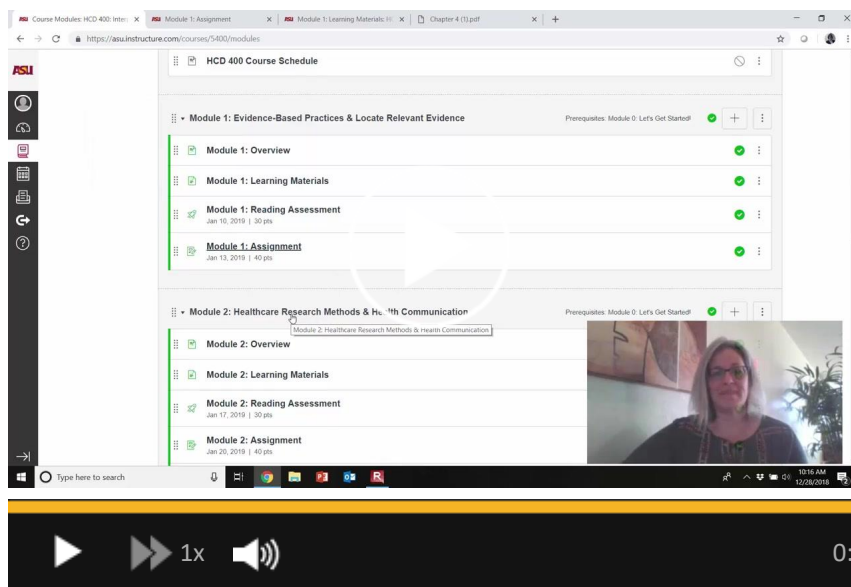
## Step 5:

**Include copies of both full-text articles in your submission (not a link).** As an ASU student you are able to access any full-text articles through the ASU library - don't take no for an answer! Be persistent and use the resources provided by the ASU library. If you have trouble obtaining the full-text article, please contact a librarian.

Here is a [Locating Relevant Evidence handout.docx](#)  provided by the publisher of our textbook. Review the rubric below review prior to submission.

**You must submit a first attempt of this assignment by the due date in order to receive any credit. Feedback will be provided after the first attempt and you have the option of submitting a second attempt to improve your score. The second attempt can be submitted through the assignment availability (1/20/19).**

Please review this video which reviews our expectations for written assignments this semester.



Examples of exemplary student work:

[Unit #1 ET.pdf](#) 

[Unit #1 EH.pdf](#) 

**Points** 40

**Submitting** a text entry box or a file upload



Due	For	Available from	Until
Jan 13	Everyone	Jan 7 at 12am	Jan 20 at 11:59pm

**Assignment Rubric S19A**

Criteria	Ratings				Pts
Evidence of Learning	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge, application, and analysis/synthesis of course materials is evident</li> <li>Opinions and ideas were stated clearly expertly connected to the topic or readings as evidenced by critical analysis and application.</li> <li>Information from book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge and application of course materials is evident</li> <li>Knowledge gained was incorporated appropriately and effectively into responses.</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Information from the book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge of course materials is evident (i.e. information learned from the journal articles and textbook is included in submission).</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Some evidence of integration of course content and application.</li> <li>Information from the book or journal articles is not paraphrased, reliance on quotes</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Knowledge of course materials is not clearly evident (i.e. submission conflicts with information from journal articles or textbook).</li> <li>Information from the book or journal articles is largely quoted, with no attempt to paraphrase.</li> </ul>	15.0 pts
Responded to assignment guidance	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>All responses were insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Some responses were not insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Did not provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Responses were not insightful in demonstrating student's knowledge/ synthesis of content</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Did not provide responses to all aspects of the assignment guidance.</li> <li>Responses did not show an understanding of the content offered.</li> </ul>	15.0 pts

Criteria	Ratings				Pts
In-text citations and references	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Consistent and proper formatting of in-text citations in either AMA or APA style.</li> <li>• Consistent and properly formatted references at the end of each assignment in AMA or APA style.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Minor inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Minor inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Major inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Major inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Absence of in-text citations in AMA or APA style or</li> <li>• Absence of references at the end of each assignment in AMA or APA style.</li> </ul>	5.0 pts
Quality of writing	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with virtually no typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with relatively few typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Grammatically correct work but with typos or misspellings or</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Lacks grammatical clarity and contains typos or misspellings or</li> <li>• Language unclear or appropriate for this level of instruction.</li> </ul>	5.0 pts
Total Points: 40.0					

# Module 2: Assignment



✓ Published

Edit



## Module 2 (Chapter 2-3)

Choose one article from Assignment #1 and explain/translate/present it to someone with low health literacy (**5<sup>th</sup> grade**) with a focus on research methods and findings.

- A good strategy may be to pretend to present this information to your 9-10 year old family member (5th grader). This may help you "think like a 5th grader."

You should cut and paste the guidance below into a word processor and respond to each prompt individually. Upload your document in a .doc, .docx, or .pdf format. All questions except #8-11 should be written for an audience with low health literacy.

You may use an article from the Unit #1 assignment or you may find a new article. Upload the full-text article you used to complete this assignment with your submission.

Please be sure to check the **readability statistics** on your document to ensure your responses that are directed towards a patient are written at the 5th grade level. Be sure to cite and reference in AMA or APA style.

### Guidance:

- 1.) Include your PPARE question from the Unit #1 Assignment
- 2.) Restate and explain the problem to someone (a patient for example) who does not understand biology or science.
- 3.) Explain how the research article tries to answer the question.
- 4.) Explain evidence based medicine to someone who does not understand the scientific method
- 5.) Summarize and paraphrase the methods of the study described in the article.
- 6.) Explain the findings to someone who does not understand statistics or science
- 7.) Explain why there is uncertainty about the meaning of the results.

*(The following responses do not have to be written at a 5th grade level)*

- 8.) Provide guidance to the patient about next steps to take and how to find further information about the problem.
- 9.) Identify patient education resources to help the patient get further information/ advice.

9/24/2019Module 2: Assignment

10.) Put the results of the study into the context of the lived experience of someone with limited education.

11.) **\*\*word minimum 350\*\*** Thoroughly explore the cultural aspects of communicating this information. Cite and reference the textbook and other resources appropriately. Consider the following questions: as a medical/public health professional what are some of the considerations one must make when communicating cross-culturally? What does it mean to be culturally sensitive? Give specific examples/scenarios in the context of your research question.

**\*\*Be sure to upload BOTH the article you used for this assignment as well as the responses to the assignment guidance.**

Please review the rubric below prior to submission.

**Points** 40

**Submitting** a text entry box or a file upload

Due	For	Available from	Until
-	Everyone	-	-

Assignment Rubric F19A#2



Criteria	Ratings				Pts
Evidence of Learning	<b>10.0 to &gt;9.0 pts Expert</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge, application, and analysis/synthesis of course materials is evident</li> <li>Opinions and ideas were stated clearly expertly connected to the topic or readings as evidenced by critical analysis and application.</li> <li>Information from book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>9.0 to &gt;7.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge and application of course materials is evident</li> <li>Knowledge gained was incorporated appropriately and effectively into responses.</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Information from the book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>7.0 to &gt;6.0 pts Competent</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge of course materials is evident (i.e. information learned from the journal articles and textbook is included in submission).</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Some evidence of integration of course content and application.</li> <li>Information from the book or journal articles is not paraphrased, reliance on quotes</li> </ul>	<b>6.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Knowledge of course materials is not clearly evident (i.e. submission conflicts with information from journal articles or textbook).</li> <li>Information from the book or journal articles is largely quoted, with no attempt to paraphrase.</li> </ul>	10.0 pts
Responded to assignment guidance	<b>10.0 to &gt;9.0 pts Expert</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>All responses were insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>9.0 to &gt;7.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Some responses were not insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>7.0 to &gt;6.0 pts Competent</b> <ul style="list-style-type: none"> <li>Did not provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Responses were not insightful in demonstrating student's knowledge/ synthesis of content</li> </ul>	<b>6.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Did not provide responses to all aspects of the assignment guidance.</li> <li>Responses did not show an understanding of the content offered.</li> </ul>	10.0 pts

Criteria	Ratings				Pts
In-text citations and references	<b>5.0 pts Expert</b> • Consistent and proper formatting of in-text citations in either AMA or APA style. • Consistent and properly formatted references at the end of each assignment in AMA or APA style.	<b>4.0 pts Proficient</b> • Minor inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or • Minor inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.	<b>3.0 pts Competent</b> • Major inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or • Major inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.	<b>2.5 pts Novice</b> • Absence of in-text citations in AMA or APA style or • Absence of references at the end of each assignment in AMA or APA style.	5.0 pts
Quality of writing	<b>5.0 pts Expert</b> • Grammatically correct work with virtually no typos or misspellings. • Language was clear and appropriate for this level of instruction.	<b>4.0 pts Proficient</b> • Grammatically correct work with relatively few typos or misspellings. • Language was clear and appropriate for this level of instruction.	<b>3.0 pts Competent</b> • Grammatically correct work but with typos or misspellings or • Language was clear and appropriate for this level of instruction.	<b>2.5 pts Novice</b> • Lacks grammatical clarity and contains typos or misspellings or • Language unclear or appropriate for this level of instruction.	5.0 pts
Cultural Aspects	<b>10.0 to &gt;9.0 pts Expert</b> Details a clear understanding of challenges associated with cross-cultural communication. Knowledge, application, and analysis/synthesis of course materials is evident. Provides salient examples of cultural specificity in the context of the research question. Draws upon course materials to substantiate comments.	<b>9.0 to &gt;7.0 pts Proficient</b> Details a clear understanding of challenges associated with cross-cultural communication. Provides salient examples of cultural specificity in the context of the research question. Does not always substantiate comments with course materials.	<b>7.0 to &gt;6.0 pts Competent</b> Responses were not insightful in demonstrating student's knowledge/synthesis of content related to cross-cultural communication.	<b>6.0 to &gt;0 pts No Marks</b> • Did not provide responses to all aspects of the assignment guidance. • Responses did not show an understanding of the content offered.	10.0 pts
Total Points: 40.0					

# Module 3 Assignment



✓ Published

Edit



Chose one **quantitative** article which addresses your PPAARE question.

If you utilized a meta-analysis, systematic review, or review article you will need to obtain one of the articles reviewed (referenced) in the review. You **must use an article which reports quantitative research** results for this assignment.

If your articles report qualitative data please find an article on a similar topic that reports quantitative data.

Be sure to include your PPAARE question so that we understand the context of your evidence.

- 1.) Describe the data that were being analyzed and which statistical methods were used. Summarize / paraphrase which statistical methods were utilized in the article you chose. Please include a description or explanation - **in your own words** - about the statistical methods utilized.
- 2.) What were the results of the statistical analysis/analyses? Please explain the results in your own words.
- 3.) What questions do you have about the statistical methods that were used?
- 4.) What were the limitations of this study according to the author(s)? What are additional limitations of this research that were not mentioned by the author(s)?
- 5.) What recommendations for future research are made in the article? What additional research questions do you have after reading this article?

Please review the rubric below prior to submitting your assignment.

**\*\*Please submit the article you used as well as your responses for this assignment. Be sure to use in-text citations and a properly formatted reference list.**

Here are some examples of exemplary work:

[Unit #3 AK.pdf](#)

[Unit #3 CJ.pdf](#)

**Points** 40

**Submitting** a text entry box or a file upload

**Due**

**For**

**Available from**

**Until**

Due	For	Available from	Until	≡
Jan 27	Everyone	Jan 21 at 12am	Feb 10 at 11:59pm	

Assignment Rubric S19A

Criteria	Ratings				Pts
Evidence of Learning	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge, application, and analysis/synthesis of course materials is evident</li> <li>Opinions and ideas were stated clearly expertly connected to the topic or readings as evidenced by critical analysis and application.</li> <li>Information from book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge and application of course materials is evident</li> <li>Knowledge gained was incorporated appropriately and effectively into responses.</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Information from the book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge of course materials is evident (i.e. information learned from the journal articles and textbook is included in submission).</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Some evidence of integration of course content and application.</li> <li>Information from the book or journal articles is not paraphrased, reliance on quotes</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Knowledge of course materials is not clearly evident (i.e. submission conflicts with information from journal articles or textbook).</li> <li>Information from the book or journal articles is largely quoted, with no attempt to paraphrase.</li> </ul>	15.0 pts
Responded to assignment guidance	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>All responses were insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Some responses were not insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Did not provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Responses were not insightful in demonstrating student's knowledge/ synthesis of content</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Did not provide responses to all aspects of the assignment guidance.</li> <li>Responses did not show an understanding of the content offered.</li> </ul>	15.0 pts

Criteria	Ratings				Pts
In-text citations and references	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Consistent and proper formatting of in-text citations in either AMA or APA style.</li> <li>• Consistent and properly formatted references at the end of each assignment in AMA or APA style.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Minor inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Minor inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Major inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Major inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Absence of in-text citations in AMA or APA style or</li> <li>• Absence of references at the end of each assignment in AMA or APA style.</li> </ul>	5.0 pts
Quality of writing	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with virtually no typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with relatively few typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Grammatically correct work but with typos or misspellings or</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Lacks grammatical clarity and contains typos or misspellings or</li> <li>• Language unclear or appropriate for this level of instruction.</li> </ul>	5.0 pts
Total Points: 40.0					

# Module 4: Assignment



✓ Published

Edit



We are going to look in depth at a real-world epidemiological data collection project which has significant policy implications. Please cut and paste the questions below into a word processor document and answer each question under the prompt. Don't forget to cite and reference all sources.

On June 5, 2017 the Governor declared a **State of Emergency** in AZ and issued an **executive-order(1).pdf**

- 1.) Summarize the nature of the emergency as presented by the governor.
- 2.) What actions are mandated? Who is mandated to action by the Governor?

In response to the declaration ADHS set up this **enhanced surveillance data site** (<http://www.azdhs.gov/prevention/womens-childrens-health/injury-prevention/opioid-prevention/index.php>)

ADHS also prepared this **report** (<http://www.azdhs.gov/documents/prevention/womens-childrens-health/injury-prevention/opioid-prevention/opioid-action-plan.pdf>) which was released in September 2017.

- 3.) When you review the data collected during the enhanced surveillance efforts, what facts are most surprising or interesting to you?
- 4.) There are many recommendations for action made in the report.
  - 4a.) Provide an example of one recommendation which is based on evidence and paraphrase the evidence. "Evidence" is usually indicated by citations and references to peer-reviewed studies or government reports.
  - 4b.) Provide an example of one recommendation which is not based on documented evidence (lacks citations and references to studies about the intervention). Why do you think they made this non-evidence-based recommendation?
- 5.) Will Humble, the former Arizona State Health Director and current AZPHA Executive Director was a guest lecturer in the in-person section of this class. Prepare three follow-up question after hearing his talk and reviewing the documentation provided.
  - 6a.) Please state your PPAARE question from Unit 1 (the most current version please).
  - 6b.) Does your research question involve a population where an epidemiological investigation would be helpful? Please explain how. If you do not think an epidemiological study would be helpful in answering your question please explain why.

9/17/2019Module 4: Assignment

6c.) How could you restate your PPAARE question to form a community-based, or population health question? If your question is already a community-based one, you may skip this question.

Please review the assignment rubric below prior to submission.

Points40

Submittinga text entry box or a file upload

Due	For	Available from	Until
Feb 3	Everyone	Jan 28 at 12am	Feb 5 at 11:59pm

Assignment Rubric S19A



Criteria	Ratings				Pts
Evidence of Learning	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge, application, and analysis/synthesis of course materials is evident</li> <li>Opinions and ideas were stated clearly expertly connected to the topic or readings as evidenced by critical analysis and application.</li> <li>Information from book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge and application of course materials is evident</li> <li>Knowledge gained was incorporated appropriately and effectively into responses.</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Information from the book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge of course materials is evident (i.e. information learned from the journal articles and textbook is included in submission).</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Some evidence of integration of course content and application.</li> <li>Information from the book or journal articles is not paraphrased, reliance on quotes</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Knowledge of course materials is not clearly evident (i.e. submission conflicts with information from journal articles or textbook).</li> <li>Information from the book or journal articles is largely quoted, with no attempt to paraphrase.</li> </ul>	15.0 pts
Responded to assignment guidance	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>All responses were insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Some responses were not insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Did not provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Responses were not insightful in demonstrating student's knowledge/ synthesis of content</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Did not provide responses to all aspects of the assignment guidance.</li> <li>Responses did not show an understanding of the content offered.</li> </ul>	15.0 pts

Criteria	Ratings				Pts
In-text citations and references	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>Consistent and proper formatting of in-text citations in either AMA or APA style.</li> <li>Consistent and properly formatted references at the end of each assignment in AMA or APA style.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Minor inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>Minor inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>Major inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>Major inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>Absence of in-text citations in AMA or APA style or</li> <li>Absence of references at the end of each assignment in AMA or APA style.</li> </ul>	5.0 pts
Quality of writing	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>Grammatically correct work with virtually no typos or misspellings.</li> <li>Language was clear and appropriate for this level of instruction.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Grammatically correct work with relatively few typos or misspellings.</li> <li>Language was clear and appropriate for this level of instruction.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>Grammatically correct work but with typos or misspellings or</li> <li>Language was clear and appropriate for this level of instruction.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>Lacks grammatical clarity and contains typos or misspellings or</li> <li>Language unclear or appropriate for this level of instruction.</li> </ul>	5.0 pts
Total Points: 40.0					

# Module 5: Assignment



Published

Edit



For this assignment we will first review two related articles published 30 years apart:

- [Jones, J. Sklar, D., Dougherty, J., White, W](#) (1989). Randomized double-blind trial of intravenous prochlorperazine for the treatment of acute headache. *JAMA*. 261(8): 1174-1176.
- [Friedman et al.](#) (2017). Randomized study of IV prochlorperazine plus diphenhydramine vs IV hydromorphone for migraine. *American Academy of Neurology*. 89: 1-8.

It is expected that you will incorporate the articles above as well as the textbook chapters assigned. Substantiate your comments with evidence from sources. Answer the following questions by copying the questions into a word processor document and replying to each prompt.

- 1.) According to the 2017 article, what is the usual treatment for migraines?
- 2a.) What is the proposed treatment in both the 2017 article and the 1989 article?
- 2b.) Why do you think this proposed treatment is being studied?
- 2c.) What do you think motivates a doctor to consider a new treatment and to adopt it?
- 2d.) Do you think patient preferences are taken into consideration?
- 3a.) How do the results for the primary outcomes compare between both articles?
- 3b.) Why do you think the same treatment is being studied over (almost) 30 years?
- 4.) Did the usual treatment for headaches/migraines change from 1989 to 2017? Why do you think this is the case?
- 5.) Dr. Sklar was one of the researchers in the 1989 study. Write three questions that you have for him based on your reading of these two articles.
- 6a.) Restate your PPAARE question from Unit #1
- 6b.) Reflecting upon your PPAARE question, identify any potential conflicting influences on a treatment/intervention decision related to **two or more** of the following factors discussed in your textbook: cost, complications, personal gain, culture/patient preferences, access, practitioner experience, invasiveness, time, side effects/complications, and/or contraindications.

**Don't forget to properly cite and reference all sources. Paraphrase source material instead of using direct quotes.**

**Points 40**

**Submitting**    a text entry box or a file upload



Due	For	Available from	Until
Feb 10	Everyone	Feb 4 at 12am	Feb 12 at 11:59pm

**Assignment Rubric S19A**

Criteria	Ratings				Pts
Evidence of Learning	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge, application, and analysis/synthesis of course materials is evident</li> <li>Opinions and ideas were stated clearly expertly connected to the topic or readings as evidenced by critical analysis and application.</li> <li>Information from book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge and application of course materials is evident</li> <li>Knowledge gained was incorporated appropriately and effectively into responses.</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Information from the book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge of course materials is evident (i.e. information learned from the journal articles and textbook is included in submission).</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Some evidence of integration of course content and application.</li> <li>Information from the book or journal articles is not paraphrased, reliance on quotes</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Knowledge of course materials is not clearly evident (i.e. submission conflicts with information from journal articles or textbook).</li> <li>Information from the book or journal articles is largely quoted, with no attempt to paraphrase.</li> </ul>	15.0 pts
Responded to assignment guidance	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>All responses were insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Some responses were not insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Did not provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Responses were not insightful in demonstrating student's knowledge/ synthesis of content</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Did not provide responses to all aspects of the assignment guidance.</li> <li>Responses did not show an understanding of the content offered.</li> </ul>	15.0 pts

Criteria	Ratings				Pts
In-text citations and references	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Consistent and proper formatting of in-text citations in either AMA or APA style.</li> <li>• Consistent and properly formatted references at the end of each assignment in AMA or APA style.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Minor inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Minor inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Major inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Major inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Absence of in-text citations in AMA or APA style or</li> <li>• Absence of references at the end of each assignment in AMA or APA style.</li> </ul>	5.0 pts
Quality of writing	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with virtually no typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with relatively few typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Grammatically correct work but with typos or misspellings or</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Lacks grammatical clarity and contains typos or misspellings or</li> <li>• Language unclear or appropriate for this level of instruction.</li> </ul>	5.0 pts
Total Points: 40.0					

# Module 6: Assignment



✓ Published

Edit



Read this [New Yorker article](https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain) [\\_ \(https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain\)](https://www.newyorker.com/magazine/2017/10/30/the-family-that-built-an-empire-of-pain) which explores forces that speed up or retard adoption of evidence-based practices including peer review. Read [Why most published research findings are false](#) and consider the factors listed in your textbook that affect the trustworthiness of evidence.

## Guidance:

1. What aspects of study design, or research methods, can lead to incorrect results?
  2. Explore an article identified in Assignment 1 (Unit 1) and identify aspects of the study where incorrect information could be presented/analyzed/ collected.
  3. Explain why much of published literature turns out to be incorrect when other scientists try to replicate the study.
  - 4a. Find one study in an area related to your problem from assignment one that was published and turned out to be fraudulent or find one published study in an area related to your topic from assignment one that had results that turned out to be wrong. (You could Google "fraudulent research \_\_\_\_ (your topic)" OR "retracted article \_\_\_\_ (your topic)" to find an article. Attach the article and retraction statement to your assignment.
  - 4b. Explain how the article you found in 4a was fraudulent or why it was retracted.
  5. Explain what peer review is and how an article gets accepted for publication.
  6. Describe the motivators that influence a researcher (use your textbook or other class materials). How important is financial gain, reputation, promotion?
  7. Explains what it means when a study shows significant results (use your textbook or other class materials). For example explain what it means to say there is a 1 in 20 possibility the results occurred due to chance.
  8. Explains what determines whether new results will be adopted by doctors or other health providers (substantiate and support your answer with class materials).
- Cite and reference all sources properly in AMA or APA style.

**Points** 40

**Submitting** a text entry box or a file upload

Due	For	Available from	Until	≡
Feb 17	Everyone	Feb 11 at 12am	Feb 19 at 11:59pm	

Assignment Rubric S19A



Criteria	Ratings				Pts
Evidence of Learning	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge, application, and analysis/synthesis of course materials is evident</li> <li>Opinions and ideas were stated clearly expertly connected to the topic or readings as evidenced by critical analysis and application.</li> <li>Information from book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge and application of course materials is evident</li> <li>Knowledge gained was incorporated appropriately and effectively into responses.</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Information from the book or journal articles is paraphrased with minimal use of quotes to show evidence of learning</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Comments about the topics are substantive, accurate, and comprehensive.</li> <li>Knowledge of course materials is evident (i.e. information learned from the journal articles and textbook is included in submission).</li> <li>Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</li> <li>Some evidence of integration of course content and application.</li> <li>Information from the book or journal articles is not paraphrased, reliance on quotes</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Knowledge of course materials is not clearly evident (i.e. submission conflicts with information from journal articles or textbook).</li> <li>Information from the book or journal articles is largely quoted, with no attempt to paraphrase.</li> </ul>	15.0 pts
Responded to assignment guidance	<b>15.0 to &gt;13.0 pts Expert</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>All responses were insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>13.0 to &gt;11.0 pts Proficient</b> <ul style="list-style-type: none"> <li>Provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Some responses were not insightful in demonstrating student's knowledge/synthesis of content</li> </ul>	<b>11.0 to &gt;9.0 pts Competent</b> <ul style="list-style-type: none"> <li>Did not provided responses to all aspects of the assignment guidance.</li> <li>Responses showed an understanding of the content offered.</li> <li>Responses were not insightful in demonstrating student's knowledge/ synthesis of content</li> </ul>	<b>9.0 to &gt;0 pts Novice</b> <ul style="list-style-type: none"> <li>Did not provide responses to all aspects of the assignment guidance.</li> <li>Responses did not show an understanding of the content offered.</li> </ul>	15.0 pts

Criteria	Ratings				Pts
In-text citations and references	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Consistent and proper formatting of in-text citations in either AMA or APA style.</li> <li>• Consistent and properly formatted references at the end of each assignment in AMA or APA style.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Minor inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Minor inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Major inconsistencies or omissions in formatting of in-text citations in either AMA or APA style or</li> <li>• Major inconsistencies or omissions in formatting of references at the end of each assignment in AMA or APA style.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Absence of in-text citations in AMA or APA style or</li> <li>• Absence of references at the end of each assignment in AMA or APA style.</li> </ul>	5.0 pts
Quality of writing	<b>5.0 pts Expert</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with virtually no typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>4.0 pts Proficient</b> <ul style="list-style-type: none"> <li>• Grammatically correct work with relatively few typos or misspellings.</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>3.0 pts Competent</b> <ul style="list-style-type: none"> <li>• Grammatically correct work but with typos or misspellings or</li> <li>• Language was clear and appropriate for this level of instruction.</li> </ul>	<b>2.5 pts Novice</b> <ul style="list-style-type: none"> <li>• Lacks grammatical clarity and contains typos or misspellings or</li> <li>• Language unclear or appropriate for this level of instruction.</li> </ul>	5.0 pts
Total Points: 40.0					

# Module 7: Final patient/policy-maker letter



✓ Published

Edit



The goal of this letter is to restate your PPARE question and then provide an answer/implementation plan. Students should include information from all 6 previous assignments to explore their evidence, speak about the trustworthiness of their findings, talk about what is left to investigate, and explore what they can do to reduce uncertainty.

**Min 700 words maximum 1000 words, include references on separate page in APA or AMA style.**

## Guidance:

1) Address your letter to a decision maker

- If the problem is an individual medical problem address the letter to either the patient or family member.
- If the problem is a public health problem address the letter to governor or another policy-maker. Explain why you chose the person you did for the letter.

2.) Describe your background including education and unique qualifications and who you represent, why the recipient should believe you.

3.) Describe your understanding of the problem, its seriousness, and importance.

4.) Explain how you investigated the problem and what sources of information you found. Discuss the level of evidence that you reviewed according to the evidence pyramid discussed in the textbook.

5.) Discuss the analysis from the literature as well as the strengths and weaknesses of the type of evidence reviewed.

6.) State your conclusion and why you have reached that conclusion in **Bold**

7.) Make a recommendation to the recipient about what he/she should do based upon your conclusion in **Bold**. Take into consideration what you know about the recipient's values and priorities.

8.) At the end of the letter note how you would evaluate the outcome of the recommendation and what the next steps would be for the recipient. Assume the patient/policy maker implemented your recommendation.

9.) In a PS explain how the recipient could address any unanswered questions that might occur.

This written assignment is meant to be drafted in a letter form, but you must be sure to include responses to all of the questions/prompts above. You may include headings in the letter to help the reader find topics of interest. References and in-text citations are expected in either APA or AMA format, references should be included on the last page of the document. Please attach your

.doc, .docx, .pdf, or .rtf document instead of writing your letter in the Blackboard text editor. Review the rubric prior to submission.

You will engage in a process of peer review to improve your final letter. All three steps (first attempt, peer review and final submission) are required for a full grade to be assigned.

**First attempt due 2/20/19 at 11:59 p.m. NO LATE SUBMISSIONS ACCEPTED for the final letter. This is not optional - Failure to submit a first attempt will result in a grade of 0 for the assignment.**

**Peer review is due 2/22/19 by 11:59 p.m. (Help your peers improve their paper by providing a substantive critique utilizing the rubric. Peer reviews are randomly assigned by Canvas. Failure to submit a peer review will result in 5% off off your final patient/policy-maker letter grade.)**

**Final paper must be uploaded by 2/25/19 by 11:59 p.m. (The instructional team will only grade the last submission.)**

Final Letter exemplars from a previous semester:

[Unit #7 EH.pdf](#) 

[Unit #7 ET.pdf](#) 

[Unit #7 CJ.pdf](#) 

[Unit #7 AK.pdf](#) 

**Points** 100

**Submitting** a text entry box or a file upload

Due	For	Available from	Until
Feb 25	Everyone	Feb 14 at 12am	Feb 25 at 11:59pm

**Final patient/policy-maker letter**

Criteria	Ratings			Pts
Introduction	<b>10.0 to &gt;8.0 pts</b> <b>Proficient</b> The proper recipient is identified and greeted. If addressed to a policy-maker there is an explanation of why this person is being approached about this problem.	<b>8.0 to &gt;5.0 pts</b> <b>Competent</b> Recipient is unclear or inappropriate given the assignment guidance.	<b>5.0 to &gt;0 pts</b> <b>Novice</b> No recipient is noted or it is unclear why the letter is being sent to this person.	10.0 pts
Background	<b>10.0 to &gt;8.0 pts</b> <b>Proficient</b> There is a discussion of your background, education and unique qualifications which helps the recipient understand why you are a credible source of information.	<b>8.0 to &gt;5.0 pts</b> <b>Competent</b> The background information is lacking or unclear.	<b>5.0 to &gt;0 pts</b> <b>Novice</b> There is no background information provided.	10.0 pts
Explores problem	<b>15.0 to &gt;12.0 pts</b> <b>Proficient</b> The PPAARE question is stated and explained in a way that is understandable for the audience of the letter. The reader understands "why" this PPARE question. There is an exploration of the problem, its importance and the seriousness. The context of the investigation is explained fully.	<b>12.0 to &gt;9.0 pts</b> <b>Competent</b> There is little exploration of the importance or seriousness of this problem.	<b>9.0 to &gt;0 pts</b> <b>Novice</b> There is no exploration of the seriousness of this problem.	15.0 pts
Research materials	<b>15.0 to &gt;12.0 pts</b> <b>Proficient</b> There is a substantive explanation about the research materials (evidence) that were collected. There is a discussion of what type of evidence was reviewed and what that means. The research methods and analyses are explained in a way the audience can understand.	<b>12.0 to &gt;9.0 pts</b> <b>Competent</b> There is some discussion of the research materials, however the discussion is limited or not substantive.	<b>9.0 to &gt;0 pts</b> <b>Novice</b> There is no discussion of the research materials that were collected.	15.0 pts
Strengths and weaknesses	<b>15.0 to &gt;12.0 pts</b> <b>Proficient</b> There is a substantive discussion about the strengths and weaknesses of the research materials (evidence).	<b>12.0 to &gt;9.0 pts</b> <b>Competent</b> There is a limited discussion of the strengths and weaknesses of the research materials.	<b>9.0 to &gt;0 pts</b> <b>Novice</b> There was no discussion of the strengths or weaknesses of the evidence obtained.	15.0 pts

Criteria	Ratings			Pts
Recommendations	<b>15.0 to &gt;12.0 pts</b> <b>Proficient</b> There is a clear and BOLD statement about the conclusion and recommendation for action based upon the evidence reviewed. The recipients goals and objectives are taken into consideration; culturally relevant recommendations are made.	<b>12.0 to &gt;9.0 pts</b> <b>Competent</b> There is not a clear conclusion or recommendation for action.	<b>9.0 to &gt;0 pts</b> <b>Novice</b> There is no conclusion or recommendation for action.	15.0 pts
Evaluation and plan	<b>10.0 to &gt;8.0 pts</b> <b>Proficient</b> There is a substantive discussion of how recommendations can be evaluated and what next steps should be taken. PS includes information about how the recipient can address unanswered questions	<b>8.0 to &gt;5.0 pts</b> <b>Competent</b> There are limited methods for evaluating recommendations and/or limited discussion of next steps.	<b>5.0 to &gt;0 pts</b> <b>Novice</b> There are no plans for evaluation or next steps.	10.0 pts
Grammar & Technical	<b>10.0 to &gt;8.0 pts</b> <b>Proficient</b> The level of writing met expectations with no significant grammatical mistakes. In-text citations and references were formatted properly in AMA or APA style.	<b>8.0 to &gt;5.0 pts</b> <b>Competent</b> Some grammatical concerns noted. Problems with formatting of in-text citations or references.	<b>5.0 to &gt;0 pts</b> <b>Novice</b> Significant grammatical concerns. Missing in-text citations or references.	10.0 pts
Total Points: 100.0				