Course Title: Human Growth & Development  Credit Hours: 2
Course Number: DPTR 5141  Contact Hours:
Semester: Fall  Lecture: 26
Year: 2014  Lab: 12

Course Coordinator: Lisa Dannemiller, PT, DSc, PCS
Assistant Professor, Physical Medicine and Rehabilitation

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E-mail address: lisa.dannemiller@ucdenver.edu
Office hours: By appointment, ED 2 South, Room 3129

Guest Lecturers: Dr. Gretchen Domek
Cory Christiansen, PT, PhD
Dean Richard Krugman, MD, Dean CU School of Medicine
Linda Loflin Pettit, Denver Victim and Community Outreach
Maro Casparian, Denver DA office

Lab Assistants: Meghan Bawn, DPT
Jim Hedgecock, DPT
Kelsey Miller, DPT
Community Clinicians

Course Communication:
Email: Announcements of course changes and other communication within this course will be sent using the e-mail address assigned to the students through UCD Microsoft Outlook at the time of enrollment, or through Canvas notifications. It is the student’s responsibility to check e-mail, preferably daily.
Non-email communication: The Canvas on-line format will be used for this course. Announcements regarding Canvas postings will be made via Canvas notifications or e-mail, but students should also plan to check the Canvas web site frequently.
Office hours: Office hours are by appointment. Requests should be emailed to instructor.

Course Description: This course addresses functional movement across the life span in healthy individuals. Emphasis is on stages in life when the greatest changes in motor behavior occur and the factors that influence those changes. Developmental changes in all systems and their contributions to functional movement will be explored.

Course Objectives: Students will demonstrate mastery of the objectives through written assignments, group projects and presentations, labs, discussions and final exam. At the completion of the course the student will:

1. Discuss the development of postural control, functional movement and fitness across the life span, within a biopsychosocial model of health. Stages across the life span include infancy, early childhood, middle childhood, adolescence, adulthood, and late adulthood. [CC-1]
2. Compare and contrast various theories of motor development, motor learning and motor control and discuss their implications across the life span. [CC-1]

3. Discuss biophysical changes in various bodily systems across the life span, including the skeletal system, the muscular system, the cardiovascular and pulmonary systems, and the nervous and sensory systems, integumentary and GI/GU systems, and analyze the possible influences of these changes on functional movement and fitness across the life span. [CC-1]

4. Explore mind-body/psychosocial factors, including psychological, sociocultural factors, emotional and physical childhood abuse, and analyze the possible influences of these factors on functional movement and fitness as well as on joy in movement across the lifespan. [CC-2, CC5.18]

5. Select, administer, score, and interpret screening tests and measurement tools that consider anthropometric characteristics, arousal, attention and cognition, circulation, gait, locomotion and balance, integumentary integrity, motor function, muscle performance, neuromotor and sensory development, pain, posture, reflex integrity, and IADL’s that are appropriate at different ages and stages of development. [CC5.27, CC5.30]

6. Demonstrate understanding of the importance of scholarly activities that contribute to the development of evidenced based research relevant to the practice of PT by:
   a) finding and evaluating research studies related to the development of movement and fitness across the life span, [CC5.22]
   b) integrating the best evidence obtained into appropriate exercise/fitness/prevention programs. [CC-5.23]

7. Design a motivating, patient-centered and culturally competent exercise/prevention program to promote optimal health and fitness for individuals at various ages and stages across the life span, by appraising and synthesizing information about biopsychosocial factors as well as joy in movement. [CC5.35, CC5.50]

8. Apply principles of prevention to defined population groups by awareness of individual and environmental risk factors and red flags for potential health problems, and need for referral. [CC5.27, CC5.51]

9. Participate in efforts that support the role of the physical therapist in furthering the health and wellness of the public by creating wellness programs through a volunteer service learning activity. [CC 5.5, CC5.64, CC5.65]

10. Formulate plans for effective response to patient/client and environmental emergencies in one’s practice settings. (CC-5.44)

11. Discuss federal and state laws related to early intervention services, school-based practice, and reporting of child and elder maltreatment.

**Required reading:** Please see the course outline for reading assignments specific to each lecture/laboratory session. Note that additional readings may be assigned during the semester. Please complete the assigned reading prior to the class in which it will be discussed. Regarding
laboratory sessions: To enhance your learning and understanding, it is necessary that you review material in the syllabus, in the PT library or on Canvas prior to laboratory sessions. In some instances, it is necessary for you to come to the session with materials prepared in advance.

**Required reading:**

**Text- (available in bookstore):**


Shumway-Cook A, Woollacott MH. *Motor Control: Translating Research into Clinical Practice 4th edition.* Philadelphia, PA: Lippincott Williams & Wilkins; 2012 *(Note: this is the textbook that will be used for your Motor Control/Motor Learning Course this semester as well)*

**On Electronic Reserve through Health Sciences Library:**


The role and scope of pediatric physical therapy in fitness, wellness, health promotion and prevention. Fact Sheet – APTA Section on Pediatrics, 2012

**Curricular Key Elements:** The Physical Therapy Program emphasizes several content areas. These content areas are called key elements because they span the curriculum rather than being contained in one or two courses. The key elements addressed in Human Growth and Development include:

- Patient centered care
- Evidence-based practice and clinical reasoning
- Movement for participation
- Teamwork and collaboration

**Teaching methods and Learning Opportunities:** Lectures; laboratory and community experiences; readings; written and assignments; discussions; oral/group presentations; quizzes; examinations; review of current literature.

**Evaluation Methods:** This course will use in class quizzes, written assignments, group presentation and final exam to assess student learning.

**Grades and grading policy:** The total of all assignments must be passed with a 73%; see assignment instructions for specific grading information. Points will be deducted for late assignments (5 grade points for every day late)
Specific Assignments:
- 5 quizzes (ungraded)
- Systems/Wellness/Service Learning project 30%
- Pediatric folder (Part I and Part 2) 30%
- Final exam 35%
- Professional behavior and participation (includes lab activities) 5%

Total 100%

Grading Scale:
The Physical Therapy Program utilizes the following grade standards:

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Types of Incomplete</th>
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<tbody>
<tr>
<td>≥93% = A</td>
<td>I = Incomplete; regarded as F if not</td>
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<tr>
<td>90-92% = A-</td>
<td>completed within a maximum of one year.</td>
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<tr>
<td>87-89% = B+</td>
<td>Any grade below a 73 is not a passing grade</td>
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<tr>
<td>83-86% = B</td>
<td>for the physical therapy program.</td>
</tr>
<tr>
<td>80-82% = B-</td>
<td></td>
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<tr>
<td>77-79% = C+</td>
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<tr>
<td>73-76% = C</td>
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Course Policies:

Professional Behavior Statement/Objectives: Acceptable behavior is expected throughout this course. Acceptable behavior is determined by the course instructor(s) in accordance with the Physical Therapy Program’s Policy and Procedure Manual and the Graduate School Student Handbook. The goal of the Program is to reinforce positive professional behavior and provide appropriate feedback toward this goal. A grade in these behaviors and participation is listed as part of the course grade percentage. Demonstration of acceptable professional behavior, as defined in the Policy and Procedure Manual, is a requirement for passing this course. Lack of appropriate professional behavior will be grounds for failing this course. Because of the large number of group presentations and labs with community volunteers, and the importance of the information presented, attendance is expected, for group presentations, and labs. Please contact me by phone or email prior to missing a one of these classes if you must be absent.

Guidelines for acceptable professional behavior include but are not limited to:
- Being punctual and prepared for lecture, group discussion and lab sessions
- Respecting classmates and faculty members in and out of class
- Working independently of classmates when asked to do so
- Working in a positive and productive manner with classmates on group projects
- Presenting ideas and opinions in a positive and thoughtful manner that promotes collaboration and benefit for the class and faculty
- Being committed to a positive learning experience
- Maintaining professional demeanor
- Being appropriately dressed for classes/labs in which community volunteers participate.
- Notifying instructor about any physical or other conditions that limit their ability to participate in any curricular activity.
- Adhering to the Honor Code of UCD
Policy Regarding Assignment Requirements:
Faculty use a variety of formats for course assignments ranging from situations in which students work entirely on their own to situations in which students work collaboratively in pairs or in groups, with a range of options in between. Students operate under the UCD Honor Code in all courses and for all assignments. Students should carefully review course expectations with regard to each specific assignment and the work requirements.

The following guidelines help to clarify student input and output related to assignments:

1. “work entirely on your own”: The student completes the assignment without consultation or discussion with any classmates. The student may be permitted to refer to texts or other resources as directed by the Course Coordinator(s).

2. “collaborate with colleagues but complete the product independently”: Students may work in pairs or groups while gathering and processing information, but each student must complete the actual assignment independently, in his or her own words.

3. “work in groups (of 2 or more students) and turn in a single product”: Students work collaboratively together on the entire project and each assigned group must turn in a single, unique product (paper) or participate in a single presentation. Each student in the group receives the same grade.

Attire: Professional/clinic attire and nametags (* this symbol, on Class Calendar indicates professional/clinic attire) are required for the child labs and days that outside guest lecturers present.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings and References</th>
<th>Presenter</th>
</tr>
</thead>
</table>
| **August 25**<sup>th</sup> | Lecture  
   - Course introduction  
   - Theories of development and aging  
   - Motor development over the lifespan, motor control  
   Required Reading: Cech & Martin (C&M), Chapter 2, Shumway-Cook & Woollacott (S-C&W), pp. 195-200; **Majnemer** (2005 electronic reserve) | Dannemiller       |
| **August 26**<sup>th</sup>  
Start together in 3400 | **LAB:** Work together on Systems/Wellness/Service Learning project  
Endnote session with John Jones  
| Dannemiller and Bawn |
| **Sept. 2**<sup>nd</sup> | Lecture  
   - PT Role in Fitness/Wellness  
   - Intro to educational methods  
   - Overview of systems changes  
   Required Reading: The role and scope of Pediatric PT (electronic reserve), **Sullivan** 2011 (electronic reserve) | Dannemiller       |
| **Sept. 5**<sup>th</sup> | Lecture  
   - Reflexes and Postural Control  
   - Development of posture and mobility, neonatal periods and birth-12 months  
   Reading: C&M, p.45-54 and p. 263-272, S-C&W, Chapter 8: focus on sections on theories of developing postural control  
| **Sept. 15**<sup>th</sup> | Quiz 1 available on Canvas  
Lecture  
   - Continued development of posture and mobility, neonatal periods and birth-12 months  
   Reading: C&M p. 53-60 (Chapter 3, Functional implications through Toddler) Campbell Chapter 2, (electronic reserve) especially pp.54-60. **Massery 1991** (electronic reserve) | Dannemiller       |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings and References</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 22&lt;sup&gt;nd&lt;/sup&gt; 3400</td>
<td>LAB: Infant Observation and AIMS lab with community volunteers</td>
<td>Dannemiller</td>
</tr>
</tbody>
</table>
| Sept. 26<sup>th</sup> | Lecture  
- Other areas of development  
- Guatamala Project  

Reading: C&M review p.22-36 (Chapter 2, LifeSpan through theories of aging), <em>Cintas</em> 1995 (electronic reserve) | Bawn  
Dr. Gretchen Domek  
Claudia Luna-Asturias © |
| Sept. 29<sup>th</sup> 3400 | LAB: Intro to Educational Methods  
Work together on Systems/Wellness/Service Learning project and Guatamala Project | Dannemiller                   |
| October 3<sup>rd</sup>  | Quiz 2 available on Canvas  
Lecture  
- Early and Middle Childhood Development  
- Behavior management/Safety  
- Tests: PDMS-2 and ASQ  

Reading: C&M, review 60-66 (Chapter 3, Toddler through end) | Dannemiller                   |
| October 6th  | LAB: PDMS-2 and ASQ with community volunteers  
Reading: C&M, Test and Measure Intro, p. 88-93 (through Survey of measurement), Campbell Chapter 2 on reserve, especially pp. 69-73 | Dannemiller, Bawn and community clinicians © |
| October 10<sup>th</sup>  | Lecture  
- Adolescent Development  
- BOT-2 and other functional motor assessments | Dannemiller                   |
| October 13<sup>th</sup>  | LAB: BOT-2 with community volunteers | Dannemiller, Bawn and community clinicians © |
| October 17<sup>th</sup>  | Lecture  
- Adult - special considerations  
- Pregnancy and exercise  
- Infant Gait | Dannemiller                   |
<table>
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<th>Date</th>
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<th>Presenter</th>
</tr>
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</table>
| October 20th     | Lecture  
|                  |   - Older adult gait and postural control                                                    | Christiansen                                  |
| October 24th     | Quiz 3 available on Canvas  
|                  | Lecture  
|                  |   - Special consideration in childhood PT settings, IDEA                                      | Bawn                                          |
| October 27th     | LAB: Test and Measures with Older adult community volunteers (TUG, Berg, Functional Reach, etc.) | Dannemiller, Bawn and community clinicians ©  |
| October 31st     | Lecture  
|                  |   - Child maltreatment and reporting  
|                  |   - Elder abuse and reporting                                                                | Dean Krugman  
|                  |                                                 | Linda Pettit  
|                  |                                                 | Loflin  
|                  |                                                 | Maro  
|                  |                                                 | Casparian                                     |
| November 3rd     | Quiz 4 available on Canvas  
|                  | Lecture  
|                  |   - Older adult considerations  
|                  |   - Musculoskeletal  
|                  |   - Social/emotional                                                                       | Dannemiller                                  |
| November 7th     | Lecture  
|                  |   - History taking for children  
|                  |   - Red Flags  
|                  |   - Childhood sports wellness considerations  
|                  |   - Review                                                                                | Dannemiller                                  |
| November 10th    | Presentations: Systems/Wellness/Service Learning Project                                      | Dannemiller, Bawn and community clinicians ©  |
| November 14th    | Quiz 5 available on Canvas  
|                  | Presentations: Systems/Wellness/Service Learning Project                                    | Dannemiller, Bawn and community clinicians ©  |
| November 25th    | In Class Final Exam                                                                         |                                               |


COURSE ASSIGNMENTS

DPTR 5141. Human Growth and Development
4 quizzes
Professional behavior and participation grade (5%)

Canvas quizzes
- 5 Canvas quizzes, on the schedule, to evaluate whether readings and
course material are understood. Quiz 5 will be questions generated by
Systems/Wellness/Service Learning Projects. These quizzes allow you to
keep up with class material and review before the final. These quizzes are
not grades, but for self-evaluation

Professional behavior and participation grade
Grade 5%
(includes lab activities)
- Refer to the previous Professional behavior section of the syllabus. The
course instructor will have the ability to determine whether full or partial
grades in this area will be awarded based on criteria described under
professional behavior.
- Students will be requested to turn in some written observations and test
results in labs. These will not be graded, but failure to participate may be
reflected in professional behavior and participation grade.
DPT 5141. Human Growth and Development
Developmental Folder
(30% of grade)

The purpose of this assignment is so that at the end of HG&D, you will have one place to which you can refer for some basic developmental content. This will assist you in preparing for some clinicals and for studying for the national license exam. You may add to it in the Neuromuscular track courses. There will be a Part I and Part 2 of the folder, each worth 15% of your grade.

Part 1:

1) **Reflexes and Reactions**: 5 reflexes that are highlighted in Movement Assessment of Children, and postural reactions (protective extension, righting and equilibrium) Include age range, testing position, stimulus and response.

2) **Developmental Gross Motor Milestones**: (focus on 0-1 year in different positions, but include a few major milestones up to age 7)

3) **Vital signs**: Mean HR, RR, BP for 1 yr, 2 yr, 6 yr, 10 yr, 16 yr, Adult, Older adult

Part 2:

4) **Tests and Measures in Pediatrics**: ASQ, AIMS, PDMS 2, BOT-2
   Information to Include in Written Review of 4 Tests
   • Name of Test
   • Areas of Development covered in test: (gross motor, fine motor, other areas?)
   • Type of test, those that apply: (Developmental vs. Functional, Standardized vs. non-standardized, Screening vs. full {diagnostic}, Norm-referenced vs. criterion referenced, Physical performance vs. self-report),
   • Age range of test
   • Strengths and weaknesses of test, or what you liked or disliked about it.

5) **Test and Measures used with Pediatrics and Adults**: TUG, Pediatric Balance Scale/Berg Balance Scale, Functional Reach, 10-meter walk
   Information to Include in Written Review of 4 Tests
   • Name of Test
   • Valid age ranges of test
   • Very basic procedures (do not need to list all PBS/BBS items)
   • Differences between pediatric and adult test procedures

Grading of notebooks:
It is expected that you will download your e-copy of the completed assignment using the Canvas link. Please **do not exceed 8 pages for each part, 16 pages total for Part 1 and Part 2**, which does not include transition pages. **Very simple feedback will be given for this assignment** as it is primarily for your use as a study resource in this course and for the future.
To receive an A: Correct content in all sections, highly organized, visually appealing, enhancement of the material in some way to facilitate your learning and memory of the content:

100: Meets all criteria for A at the highest level
96: Meets all criteria for A at a moderately high level
92: Meets all criteria for A at a moderate level

To receive a B: Basic content in all sections, basic presentation of material, organized:

88: Meets all criteria for B
83: Meets all criteria for B at a moderate level

To receive a C: Errors in basic content

78: Errors in some sections, mostly reproduction of class material
74: Errors in all sections, only reproduction of class material

“Collaborate with colleagues but complete the product independently”: Students may work in pairs or groups while gathering and processing information, but each student must complete the actual assignment independently, in his or her own words.
System Change/Wellness/Service Learning Project Guidelines

Objectives: Students will:

1. Demonstrate understanding about systems changes that typically occur across the life span in the body systems, specifically in your assigned age group.

2. Demonstrate understanding of the importance of evidenced based research relevant to the practice of PT by finding and evaluating research studies related to programs and intervention for wellness and movement across the life span.

3. Conduct a needs assessment for your community site and design a motivating wellness/prevention program to promote optimal health and fitness for individuals at various ages and stages across the life span, by appraising and synthesizing information about biopsychosocial (biophysical, psychological, sociocultural) factors as well as joy in movement.

4. Demonstrate integration of information about system changes, evidence of prevention programs and student generated creative prevention programs by working on questions in small groups following the student presentations.

What is Service Learning?

Service-Learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

What are the 7 Components of this project?

1. You will be assigned to a group of 5-6 students that will focus on one age group
2. You will be given a contact person for a program/agency with whom you will work on a service learning project
3. Your team (or representatives of your team) will have a conversation with the contact person to determine the type of project that would be helpful for you to deliver at their site
4. Your team will consider the systems and developmental information that is important for you to learn and consider as you develop a program for this age group
5. Your team will develop a health and wellness related program for this setting that incorporates what you have learned about systems and development, using literature and other resources about similar programs.

6. You will complete your service learning project at the site.

7. You will prepare and present a summary of the project to a small group of your fellow students in a subset of your group (2 or 3 students).

Component 1 (You will be assigned to a group of 5-6 students that will focus on one age group)

1) These age groups include: infancy/preschool (0-5 yrs), elementary-school age (5-11 yrs), middle-school age (11-14 yrs), high-school age (14-19 yrs), adulthood (20-65 yrs), or late adulthood (65+). Your assigned group and clinical site can be found at the end of the assignment.

Component 2 (You will be given a contact person for a program/agency with whom you will work on a service learning project)

2) Your professors have contacted sites and given them general information about the project. This is provided at the end of the assignment.

Component 3 (Your team, or representatives of your team, will meet with the contact person to determine the type of project that would be helpful for you to deliver at their site)

3) You will make contact with the contact person provided at the end of this assignment. You will find a time to meet in person, via Skype, or phone with the contact person. As many students as are able should participate in this discussion. You will do an informal needs assessment of the community site to determine what would be most helpful to provide. Consider a need in the realm of health and wellness with which you can assist this site. Make sure your ask about who the participants (audience) will be, the number of participants, the time that might work best to provide your program, and the method of communication of your program of your program that may be most helpful (discussion, demonstration, poster, PowerPoint, pamphlet, video, etc.) when your group delivers the program.

Component 4 (Your team will consider the systems and developmental information that is important for you to learn and consider as you develop a program for this age group)

4) Review and study the specific system and developmental changes associated with your assigned age range that need to be taken into account when developing your project. This includes the Skeletal, Muscle, Cardiovascular/Pulmonary, Nervous, Sensory, and Vital Function in Chapters 6-11 in Cech/Martin. You also must consider other areas of development that can play a
pivotal role in the individuals in your age-range being successful in your program (Cognitive, communication, adaptive, social-emotional, fine motor, gross motor).

5) It is recommended that you refer to Chapter 15 in Cech/Martin, and use other texts that you have for additional Wellness/Prevention information.

6) Determine the **2-3 most important changes** that occur in each system during the age range that you are studying (some may have more than others). For example, if you were developing a program for women who are pregnant, it would be important to know about the laxity in joints that occurs toward the end of pregnancy. Are there PT functional implications related to these changes?

**Component 5** *(Your team will develop a health and wellness related program for this setting that incorporates what you have learned about systems and development, using literature and other resources about similar programs)*

- Design a **motivating and creative wellness program** based on your informal needs assessment for the group of individuals in your assigned age-range focused on the health/wellness need for that age range. You will need to consider what you have learned so far, information from the literature, your previous experience, other resources and joy in movement for that age range.

**Component 6** *(You will complete your service learning project at the site)*

- The length of time for the presentation of your program may vary between groups, but should not exceed two sessions or two hours. Most may be delivered in one 1-2 hour session. (contact the instructor if you have questions)

**Component 7** *(You will prepare and present a summary of the project to a small group of your fellow students in a subset of your group, 2 or 3 students)*

Class presentations will occur towards the end of the semester. The original groups you designed your project with will be broken down into pairs or triplets and rearranged into 5 new groups of 13-14 students. Each group will now consist of 2-3 representatives from each age-range.

The presentation of the information to your fellow students will include the following (also see grading rubric):
- Describe what you learned about the health/wellness need for that age range (for example, how common is it, who is most impacted, why is it important to address this issue, etc.)
- Describe what has been done in the past to address this problem, from literature or other reputable sources.
- Present the **2-3 most important changes** that your group considered most important, that occur in **each** system during the age range that you studied as you developed your program. Determine a way to communicate these changes to your fellow students that is interesting and that will facilitate retention of the information.
• Describe the unique program that your group developed to address the health/wellness need. Specifically outline how your group implemented this program. Identify the outcomes you expected for individuals in that age group. Reflect back on what went well and what kinds of things you would do differently in the future if you were to do this service learning project again.

• Each pair will together create 1 unique comprehensive multiple choice question that captures the most important information you want your fellow students to know and remember in regard to your project’s age group. Each question should have a stem (main question) and 4 possible answers, A, B, C and D. You may use “all or none of the above,” but not multiple options (A and C, or B and D, etc). This will be submitted separately on Canvas on a Word document. Please highlight the correct answer for this submission. It will also be used as the last slide on your presentation without the answer identified.

• You should present your presentation on PPT slides, using any creative methods you prefer. PPT slides should be succinct and organized. Presentations by 2-3 students are limited to 15 minutes in total length, presented to a small group.

• Each presentation should average 12-13 slides of content including your multiple choice question. The Canvas title of the PPT, multiple choice question and reference list, should be the age group and your last names (Elementary/Zenier/Schultz), submitted by one person in the group.

• Each pair will submit a one page reference list in AMA style including Cech/Martin, literature references and reputable websites in AMA style. References other than Cech/Martin may be referred to using the First Author/year format on the slide

• Your pair/triple PPT presentation, Multiple choice question and reference list should be downloaded to the Gradebook link in Canvas by 7am on the morning of the day of your presentation.

Suggested division of group tasks:

• 1-2 people (or more) make contact with contact person for phone, Skype or in-person conversation about plans (see Component 3 above) Try to set time for doing program at the site as soon as possible

• 2-3 people begin to look at text and other resources for systems change information

• 2-3 people look at literature and web info about other programs that have been done with this populations, to guide you

• All work together on integration of systems info, info about what has been done (literature and web) to then design program that you will present to site.

• After doing program, work with small presentation groups to put together PPT, reference list and multiple choice question for presentation

Group assignments with presentation dates:

Infancy/preschool, elementary, middle-school presentations: 11/10/14

High-school, adult, older adult presentations: 11/14/14
Students may work collaboratively together on the entire project and but each assigned group will turn in a unique work. Each student in the presenting group of 2-3 students will receive the same grade on their presentation, with the option of bonus points determined by the faculty/clinician observer.

Fellow students will also be asked to fill out a brief peer assessment of the student presentation that will be considered along with the faculty/clinician observer assessment for the final grade.
Human Growth and Development 2014
Grading Rubric for Systems Change/Wellness/Service Learning Project

Age group ______________________
Student names: __________________________
Date: _________________________________

Grading. System Change/Wellness project will be graded as follows:

• Students described what they learned about the health/wellness need for that age range (for example, how common is it, who is most impacted, why is it important to address this issue, etc.) 10 points

• Students described what has been done in the past to address this problem, from literature or other reputable sources. 10 points

• Students presented the 2-3 most important changes that occur in each system during the age range that their group studied and considered as they developed their program. These changes were presented in a way that facilitated retention of the information. 10 points

• Students described the unique program that their group developed to address the health/wellness need. Students outlined how they implemented this program. 10 points

• Students identified expected outcomes for individuals in that age group and reflected on what went well and what kinds of things they would do differently in the future if they were to do this service learning project again. 10 points

• PPT slides are succinct and organized (13 content slide maximum) 10 points

• Presentation is within the guidelines of 15 minutes total length 10 points

• Multiple choice question is well written and relevant to presentation. 10 points

• Peer Assessment, one for each presenter 10 points

• Resource list is accurate and in AMA style 10 points

Total points:

Additional comments from site, or comments about individual presenters