HOWARD UNIVERSITY
College of Nursing and Allied Health Sciences
Division of Nursing

COURSE OVERVIEW

Fall 2014

COURSE TITLE: Nursing Informatics and Technology

NUMBER: NURS HB 313

COURSE CREDITS: Two (2) Semester Hours

PLACEMENT IN CURRICULUM: First Semester on Entry

PREREQUISITIES: NURS 307 Health Assessment across the Lifespan
NURS 333 Pathophysiology

COREQUISITIES: NURS 306 Introduction to Pharmacology
NURS 315 Concept of Health and Illness across the Lifespan
NURS 320 Fundamentals of Nursing
NURS 321 Introduction to Professional Nursing Practice

DAY/HOURS: Tuesdays, 3:10 pm – 5:00 pm; every other week, alternating with labs for the first groups of students except the project prep week (November 18th), will be an online guided study for your SLP project.

PRACTICUM: You will have 100% hands on our virtual LRC (V-LRC) computer lab on the alternate Tuesdays your group is assigned for lab practicum while the other half of the class will be involved with their group arranged ongoing online activities and SLP project. The focus is to reinforce what was taught in the class. Your activities timeline will be tracked online and graded as such. Practicum will be graded virtually as well. Bring your computer to virtual lab. You will work on a clinical project with the SIMCHART tool throughout the semester as part of your lab practicum.

LOCATION: Annex 1, Rm 124 & V-LRC Computer Lab for practicum.

OFFICE HOURS: Annex 1, Rm 249 on appointment

VIRTUAL CLASSROOM: In addition to the traditional office hours, you are welcome to the Virtual Office hour. This is not mandatory and would be ONLY on appointment.

LOCATION: HU Course Home page, virtual classroom section.

COURSE COORDINATOR: Priscilla Okunji, Ph.D., RN-BC
Annex 1, Room 249
Tel: 202-806-5581.

EMAIL: priscilla.okunji@howard.edu. Anytime - I will reply most often within 24 hours

WRITING MATTERS: Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website http://www.cetla.howard.edu/wac/students.aspx. Here is a link to a History of the Writing Matters Campaign at Howard University. http://www.cetla.howard.edu/wac/campaign.aspx

DESCRIPTION: This course is designed to provide the student with an introduction to the emerging field of nursing informatics. The student will explore and examine computer technology and the tools of the Internet and World Wide Web, with a focus on selected computer applications and mobile devices as they relate to nursing practice. The student will also examine the basics of information systems, expert systems, and telecommunication and the impact of these technologies, on nursing administration, education, advanced clinical practice and research

Learning Objectives

Upon the successful completion of this course, students shall be able to satisfy the following outcomes expectations:

1. Describe and discuss the General Computer Components and Usage including hardware, software, roles of support system and how to ensure the quality of information (Module 1).

2. Discuss and demonstrate the use of the Electronic Communication, Healthcare Information Systems and Strategic Planning as it relates to health care clinical settings (Module 2).

3. Describe and discuss Information Security and Confidentiality in the use of All Electronic Systems including Electronic Health Record (Module 3).
4. Describe the roles of Regional Health Information Organization (RHIOs), Regulatory and Accreditation Agencies, and Continuity planning and disaster recovery (Module 4).

5. Demonstrate and discuss the use of the Internet for increasing access to healthcare, health education and discuss the relationship between Healthcare Informatics and Evidenced Base Practice (Module 5).

**COURSE CONTENT & REQUIREMENTS**

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<th>MODULE #</th>
<th>WEEK</th>
<th>TOPIC</th>
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<td>MODULE 02</td>
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<td>Computers and Your Professional Career</td>
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<td>MODULE 03</td>
<td>6 - 9</td>
<td>Information Competency &amp; the New Healthcare Paradigm</td>
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<td>MODULE 04</td>
<td>9 - 12</td>
<td>Healthcare Informatics</td>
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<tr>
<td>MODULE 05</td>
<td>12 - 15</td>
<td>Computer Uses in Healthcare Beyond Clinical Informatics</td>
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</table>

**COURSE REQUIREMENTS**

**Case Assignments**

You will explore / examine the above topics through a series of 4 case group assignments/exams for the modules. Cases 1-2 consist of the learning objectives contents as described above and will be discussed in class in group submissions. Discussions topics for each module will be examined in detail. **Case Assignments and exams count as 60% of your final grade.**

**Exams**

There will be two exams in this class. Exams will begin on time and end on time. Students arriving after the exam begins will not be permitted extra time. The instructor reserves the right to close the door fifteen minutes after the exam starts.
Missed Class and Exams

Student must notify the instructor prior to missing any class including virtual class except on emergency cases. Any student who misses schedule exam or lab must obtain approval from the instructor to take a substitute exam or receive a grade of zero for the missed exam.

Technology Use

Use of electronic gadgets other than the informatics course activities in the classroom is **Strictly Prohibited**. Students who disregard this statement will be asked to leave the class. All ringers on phones and other electronic gadgets must be turned off during class.

Semester Long Project

The semester long project is evidence that you have mastered the expected learning activities on presentation and EHR (SimChart) activities for this course. The Semester Long Project for this course is to develop and present a “Power Point with audio and videos” project on the “Role of Nursing Informatics and Information Technology in Healthcare System” by selection of any chapter of your choice –20% and SimChart lab assignment—10% for grading. **Your entire project counts as 30% of your final grade.**

Blackboard Group Discussion

In addition to your case assignments, exams and semester long project, you will be expected to participate in an intellectual exchange of ideas with your peers through the discussion board section in the classroom. I will post the question/topic/instruction at the start of each module. The discussion board is individualized and tracked. Students MUST respond to postings before the tool could allow them to respond to other postings with at least a total count of 200 words. **Your group discussion contributions count as 10% of your final grade and topics MUST be posted for comments by the FIRST week of each module as the dates are closely tracked.**
Assignment Due Dates

Please note that assignment due dates are as scheduled. **5% will be deducted each post submission day.**

<table>
<thead>
<tr>
<th>MODULE #</th>
<th>Date Start</th>
<th>Date Due (Save these Dates)</th>
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<tbody>
<tr>
<td>MODULE 01</td>
<td>08/26/14</td>
<td>Assignment 1--- 09/09/14</td>
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<tr>
<td>MODULE 02</td>
<td>09/10/14</td>
<td>Exam 1---9/30/14 via Bb</td>
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<tr>
<td>MODULE 03</td>
<td>10/01/14</td>
<td>Assignment 2---10/21/14</td>
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<tr>
<td>MODULE 04</td>
<td>10/22/14</td>
<td>Exam 2---11/04/14 via Bb</td>
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<tr>
<td>MODULE 05</td>
<td>11/05/2014</td>
<td>SLP Online Review (11/11 &amp; 18) &amp; Project Presentations/Submission (11/25/14 &amp; 12/02 &amp; 12/09)</td>
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Grading

You will be evaluated on the quality of all written assignments submitted, participation in module blackboard wiki discussions, as well as the semester long project. Grades will be based on a standard 100 point scale with the following values and ranges:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Case Assignments (2)</td>
<td>20% (10% Each)</td>
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<tr>
<td>Exams (2)</td>
<td>40% (20% Each)</td>
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<tr>
<td>Semester Long Project (1)</td>
<td>20% (Entire Semester)</td>
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<tr>
<td>Discussion (5)</td>
<td>10% (2% Each Module)</td>
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<tr>
<td>Practicum (Comp Lab)</td>
<td>SimChart Assign---10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91.0-100%</td>
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<tr>
<td>B</td>
<td>82.0-90.9%</td>
</tr>
<tr>
<td>C</td>
<td>75.0-81.9%</td>
</tr>
<tr>
<td>D</td>
<td>66.0-74.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 66</td>
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</table>
APA Style

HU requires all work to be in APA form. As such, we have many web-sites that you can visit to get samples of APA work. Go to:
http://www.howard.edu/library/assist/guides/citing_resources.html

Academic Integrity

HU demands a level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments, and procedural steps for dealing with academic integrity are delineated in the HU student handbook. Be sure you understand the meaning of plagiarism. “Plagiarism is the act of using the work of another and representing it as your own. Plagiarism is one of the most serious infractions in an academic setting and subject to disciplinary action. Please see the HU Policy on Plagiarism at this link:
http://www.howard.edu/library/Assist/Guides/copyright.htm

Copyright Notice

Materials used in connection with courses at HU may be subject to copyright protections and are intended solely for the use of students officially enrolled at HU. The materials in each course are intended for private study, scholarship and research as associated with the requirements of the course, and may not be retained, duplicated or disseminated without express permission of the holder of the copyright.

Holidays

HU federal and religious holiday policies are according to the student handbook.
Module 1

Informatics Basics

Outcomes / Learning Objectives

By the end of this module, the student shall be able to:

Introduction to Nursing Informatics: Managing Healthcare Information

1. Describe some of the forces inside and outside healthcare that are driving a move toward a greater use of informatics.
2. Define nursing informatics.
3. Distinguish between the computer and informatics.
4. Explain the need for all nurses to have basic skills in informatics.
5. Analyze the effects of informatics on healthcare.
6. Interpret the need for nurses to be computer fluent and information literate to today’s healthcare environment.

Software: Information Management

1. Describe features of operating systems.
2. Apply basic features of operating systems.
3. Differentiate application software.
4. Define a computer algorithm.
5. Explain the importance of user groups.
6. Differentiate the various types of software copyright.

Understanding Computer Concepts: Common Features

1. Use the right mouse button effectively.
2. Apply computer conventions appropriately.
3. Use the “Help” option to learn to use software features.
4. Select, copy, and move an object on a computer.
5. Use “Save” and “Save As” functions appropriately.
7. Differentiate between “Sleep” and “Hibernate” options.

Computer Networking

1. Discuss the overall technology of computer networking.
2. Analyze the different methods of connecting to the Internet.
3. Differentiate between the Internet and the World Wide Web.
4. Identify uses of WWW technology for networking within an organization.
5. Protect a computer against computer malware.

Related Readings and Activities:

**Lecture Notes, Power Point Slides

Case Assignment #1 Due – 10% (09/09/14). Select one of the case studies at the end of Chapters 1, 2, 3, 4. This assignment should be 5 pages double spaced excluding the cover and reference pages with at least 5 references in APA format. Try and relate to some of your own experiences at work or in the clinical setting. Submit completed paper via BB safe assignment submission.

Readings:

Sewell & Thede 1, 2, 3 & 4

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Module 2

Computers and Your Professional Career

Outcomes / Learning Objectives

By the end of this module, the student shall be able to:

Professional Networking

1. Discuss Web 2.0 features.
2. Discuss the advantages and disadvantages for use of social networking sites.
3. Use e-mail effectively.
4. Manage e-mail accounts.
5. Be a responsible member of a discussion list.

Mastering Word Processing

1. Apply many common word processing features (headers, margins, hanging indents, changing fonts, using format painter, etc.).
2. Compare free word processing features, with others requiring a fee.
3. Compare cloud computing word processing features with desktop applications.
4. List word processing features that are generic to word processing applications.
5. Apply the use of new word processing skills.

Presentation Software: Looking Professional in the Spotlight
1. Differentiate between information that can accurately be communicated with computer slides and information that needs a narrative.
2. Compare the differences in design between a slide presentation that is used as an aid to a live presentation and one used as a stand-alone message.
3. Apply principles of good slide design in creating a slide presentation.
4. Employ appropriate principles in creating handouts.

**Spreadsheets: Making Numbers Talk**

1. Identify differences between spreadsheet and word processing software.
2. Use computer conventions to create mathematical formulas to analyze data.
3. Develop basic competencies for use of spreadsheets to calculate numbers.
4. Explore functions specific to spreadsheets.
5. Design an appropriate chart to communicate a specific point.

**Databases: Creating Information From Data**

1. Describe a database.
2. Use Boolean tools in searching a database.
3. Explain the role of databases in improving patient care.
4. Describe methods of discovering knowledge in both relational and large databases.
5. Differentiate methods of viewing data in a database.
6. List some steps in creating a database.

**Readings:**

**Lecture Notes, Power Point Slides**

Sewel & Thede-Chapter: 5 - 9

**Online Exam #1 (20%) Due:** 9/30/14

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**Module 3**

*Information Competency & The New Healthcare Paradigm*

**Outcomes / Learning Objectives**

By the end of this module, the student shall be able to:

**The Internet: A Road to Evidence-Based Practice Information**
1. Interpret the relationships between information literacy, health literacy, and information technology skills.
2. Discuss the impact of health-care consumer information literacy on patient care and education.
3. Identify the essential elements for validating nursing knowledge on the Internet.
4. Differentiate a scholarly nursing article, from an article in a magazine, newspaper, newsletter, or website.
5. Compare and contrast the quality and quantity of evidence-based nursing resources found on the Internet with those in library databases.
6. Discuss how to identify evidence-based practice nursing resources on the Internet.
7. Identify three stumbling blocks that interfere with the adoption of evidence-based resources in nursing practice.

Finding Knowledge in the Digital Library Haystack

1. Compare nursing knowledge found in online library databases with that found using the Internet.
2. Discuss library bibliographic databases useful to nurses.
3. Demonstrate effective literature search strategies to support evidence-based practice.
4. Describe the use of personal reference management software.

Mobile Computing: Finding Knowledge in the Palm of Your Hand

1. Discuss the uses of mobile computers in healthcare.
2. Describe the strengths and weaknesses of personal digital assistants and smartphones.
3. Discuss data security issues associated with the use of mobile computers.
4. Identify mobile software appropriate for nurses to use in the clinical setting.
5. Identify mobile software appropriate for students to use in the learning setting.

The Consumer and the Electronic Health Record

1. Differentiate between an electronic patient record, an electronic health record, and a personal health record.
2. Describe the various forms of a personal health record.
3. Discuss barriers to the establishment of personal health records.
4. Describe healthcare smart cards.
5. Construct a plan for electronic communication with patients.
6. [http://thepoint.lww.com/Template/RenderTemplateByInstanceId/7](http://thepoint.lww.com/Template/RenderTemplateByInstanceId/7)

The Empowered Consumer

1. Analyze the effect of consumer empowerment on healthcare.
2. Describe approaches to guiding clients to high quality web-based health information.
3. Analyze the effects of health literacy and health numeracy on patient care and teaching.
4. Demonstrate finding and evaluating a web-based support group for a client with a specific condition.
5. Explore the potential for web-based health education.

**Interoperability at the International and the National Level**

1. Define the three types of interoperability: technical, semantic, and process.
2. Describe a general pattern for developing standards.
3. Explain the need for standards.
4. Interpret the effects on nursing of standards at all levels of healthcare.
5. Identify organizations involved in setting standards at the international and the national level.

**Nursing Documentation in the Age of the Electronic Health Record**

1. Compare the focus of documentation of patient care in an agency with the ways patient care data are used.
2. Define standardized nursing terminologies and the associated concepts.
3. Interpret how electronic documentation using standardized terminologies can inform evidence-based care.
4. Differentiate between the nursing minimum data set and nursing focused terminologies.
5. [http://thepoint.lww.com/Template/RenderTemplateByInstanceId/7](http://thepoint.lww.com/Template/RenderTemplateByInstanceId/7)

**Related Readings and Activities:**

**Lecture Notes, Power Point Slides**

**Case Assignment #2 --10% Due (10/21/14):** Select one of the case studies at the end of assigned Chapters. This assignment should be 5 pages double spaced excluding cover and reference pages with at least 5 references in APA format. Try and relate to some of your own experiences in work place or the clinical setting. Submit completed paper via BB safe assignment submission.

Sewell & Thede –Chapters: 10 – 16
Module 4

Healthcare Informatics

Outcomes / Learning Objectives

By the end of this module, the student shall be able to:

The Informatics Discipline

1. Describe seven theories on which informatics relies.
2. Differentiate between the roles of informatics nurses and nursing informatics specialists.
3. Evaluate whether a specific nursing informatics educational program is appropriate for your career goals.
4. Analyze nursing informatics roles for all nurses.
5. Identify professional health informatics groups.

Basic Electronic Healthcare Information Systems

1. Compare and contrast the electronic medical record with the electronic health record and the electronic personal health record.
2. Discuss the importance of the clinical nurse’s role in the selection of a clinical information system process.
3. Discuss the concept of workflow analysis as it relates to nursing care.
4. Compare the systems life cycle with the nursing process.
5. Discuss the role of the superuser in the systems life cycle.
6. Display adherence to HIPAA regulations when working with health information.
7. Discuss how a business continuity plan mitigates risk.

Specialized Electronic Healthcare Information Systems

1. Discuss the potential impact of quality measures for the use of health information technology on patient care.
2. Discuss the pros and cons for the use of best-of-breed versus integrated health information technology solutions.
3. Identify two quality measures that would benefit the nurse who has a voice in the selection of an electronic clinical system.
4. Describe the advantages for the integration of data from pharmacy, laboratory, and radiology information systems with the electronic patient record.
5. Explain why the Leapfrog Group recommends the use of computerized provider order entry.
6. Discuss the factors that impact the management of patient flow in hospitals.
7. Identify at least three factors that would promote the adoption of clinical information systems by nurses.
Electronic Healthcare System Issues

1. Discuss the risks and opportunities for sharing clinical data.
2. Discuss how the privacy and confidentiality of patient electronic information is currently being addressed in healthcare.
3. Discuss how the issue of interoperability affects the sharing of patient health information.
4. Provide an example that demonstrates the significance of workflow redesign as it relates to a clinical documentation system.
5. Identify ways that healthcare is addressing the Joint Commission’s patient safety goals with the use of health information technology.
6. Provide at least two examples of strong passwords, with an explanation about why the password is strong.

Carrying Healthcare to the Client

1. Define the two overall classifications of technology used in telehealth.
2. Discuss some of the ways that telehealth can deliver healthcare.
3. Illustrate the opportunities for autonomous nursing practice in telehealth.
4. Discuss the main issues in implementing telehealth.
5. Analyze the ways that telehealth could impact the present healthcare system.

Readings:

**Lecture Notes, Power Point Slides
Sewell & Thede - Chapters 17 - 21

Exam #2 (20%) Due: 11/04/14 Online via Bb

Module 5

Computer Uses in Healthcare Beyond Clinical Informatics

Outcomes / Learning Objectives

By the end of this module, the student shall be able to:

Educational Informatics: e-Learning

1. Describe how different online teaching methodologies contribute to learning using Bloom’s taxonomy of learning.
2. Compare computerized quizzing and survey features with that of a print version.
3. Describe how online databases of teaching/learning resources such as the MERLOT project benefit learners.
4. Identify the strengths and weaknesses of e-learning.
5. Interpret the factors affecting distance education outcomes.
6. Discuss the role of the learner in distance education.
7. Discuss three essential characteristics that contribute to success of learners who take courses online.

**Administration Tools for Efficiency**

1. Identify the tools necessary to manage business processes in nursing services.
2. Demonstrate basic competencies in spreadsheets and flowcharting in nursing administration.
3. Discuss data management to improve outcomes using quality improvement, benchmarking, and patient care.
4. Explore the use of specialized applications in nursing administration, including scheduling systems and patient classification systems.

**Informatics and Research**

1. Demonstrate basic competencies in statistical analysis software.
2. Identify sources of data for research.
3. Discuss the use of data to conduct research in nursing service, education, and administration.
4. Synthesize research findings in healthcare informatics as evidence for decision making in nursing.

**Legal and Ethical Issues**

1. Discuss the similarities and differences between professional nursing codes of ethics and professional informatics associations’ codes.
2. Identify at least three ways that privacy of information can be breached.
3. Identify the strengths and weaknesses of the Health Insurance Portability and Accountability Act.
4. Discuss current telehealth issues associated with practicing nursing across state lines.
5. Discuss the pros and cons of the implantable patient identifier using radio frequency identification microchip technology.
6. Give examples of appropriate and inappropriate professional nurse use of Web 2.0 applications.
7. Apply the use of copyright law to activities associated with the scholarship of professional publications by nurses.
Related Readings and Activities:

Readings:
**Lecture Notes, Power Point Slides**
Sewell and Thede - Chapters 22 - 25

**Semester Long Project (30%)**: Plan, develop a Power Point with audio, videos on “Roles that nursing informatics and health information technology are playing and will continue to play in the healthcare delivery system based on your chosen chapter”.

**Guided Online Project Presentation Review**: 11/11/14 & 11/18

**Project Presentation Sessions**: 11/25/14, 12/02/14 & 12/09

**SEMESTER LONG PROJECT**: As a group, select any chapter of your choice and develop a power point presentation that will meet the below objectives. Submit your chosen title and incorporate at least five Nurse Informatics Leaders in your presentation. There should be no duplication of topics.

**Project Objective**: At the end of this project, each group of students will be able to-

- Collect evidence based information by synthesizing the information on the chosen nursing informatics and technology title incorporating the Nursing Informatics leaders in the presentation.
- Orchestrare a detail scenario on the skills, document and present a PP with embedded audio visual based on the gathered information as learned in this course (30mins duration)
- Present a portfolio of well-planned and written script on the chosen topic with the Nursing Informatics leaders incorporated.

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<tr>
<th>THE VIRTUAL CLASSROOM</th>
<th>GROUPS</th>
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<tbody>
<tr>
<td>MONDAYS</td>
<td>TUESDAYS</td>
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<tr>
<td>Grp 1</td>
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<td>Grp 1</td>
<td>Grp 2</td>
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<td>Date</td>
<td>Group 1</td>
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<td>11/04/2014</td>
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<td>11/25/2014</td>
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**GRADING CRITERIA:** The presentation grade will be based on

1. **Introduction:** (Your audience knowing the group and what they are about to present) --- **10%**

2. **Organization:** (Well-orchestrated, easy to view, understand and professional (with nursing uniform) presentation that is free of chaos) --- **20%**

3. **Power Point presentation style:** (Dramatic scenario with classical style that will capture the audience attention for the internalization of the nursing concepts in the chosen chapter) --- **50%**

4. **Presentation portfolio:** (All the information that were used to be presentation are to be attached) --- **10%**

5. **References:** (Must be from known journals or associations that can be validated from 2010 till present) --- **10%**

**TOTAL = 100%**
IMPORTANT: Each student must participate in the wiki or class planning of the project with the team group and also for the presentation in order to merit the participation and presentation grades. There will be group and individual evaluation for this presentation as below.

TEAMWORK INFORMATICS & TECHNOLOGY PROJECT PLANNING AND EVALUATION FORM

1. In your team, each member is to choose one of the characters in the assigned topic. Complete the evaluation sheet below for your own character first and then for the other members of the team. This form will be given to other teams to evaluate your group when your own presentation is completed.

2. The planning: In your character group, discuss the strengths and weaknesses displayed by your character and others. Make a list of at least three suggestions that could have improved that character’s input to the team project and present them to the group for incorporation in the skit.

Strengths: _________________________________________________________
______________________________________________________________

Weaknesses: _______________________________________________________
______________________________________________________________

Suggestions for improvement: _________________________________________
_________________________________________________________________
_________________________________________________________________
3. In your home team, discuss your own personal strengths and weaknesses as you perceive them regarding your contribution to the team project. As a team, write a list of guidelines for the team to follow.

EVALUATION FORM

Evaluate your character's teamwork using the assessment below. This is the same form you will use on the day of presentation to actually evaluate other teams and your team members for this project.

INSTRUCTION: Give a mark from 0 to 5 for each element on the checklist.

Poor Fair Average Good Excellent

1 2 3 4 5

Give a mark of zero if the person did not participate.

Student Name: ________________________________

*Communication_________
*Participation___________
*Give and Take__________
*Leadership_____________
*Organization___________
*Preparation____________
*Procedure______________
*Capability_____________
*Commitment___________
*Progress______________

AVERAGE SCORE:_______
Elements of Teamwork Checklist

COMMUNICATION
   Excellent: Free, open expression of ideas and feelings at all appropriate times with no fear of embarrassment or reprisal.
   Poor: Stifled, close to the vest, guarded. Lets the other person start the communication.

PARTICIPATION
   Excellent: Full Contribution, reaches out to lend a hand, readily available.
   Poor: Lack of initiative to help the other person? not around when needed, begrudging contribution.

GIVE AND TAKE
   Excellent: Open to compromise, flexible? Recognition that it is sometimes better to give in than be "right".
   Poor: Stubbornly dug in on own viewpoint, uncompromising, always right, never wrong.

LEADERSHIP
   Excellent: Promotes team actions and decisions, recognizes he/she needs the team, and lets each member know where they stand. Team members support his/her suggestions.
   Poor: No leadership initiated. Reacts rather than acts. Poor or reluctant support of ideas.

ORGANIZATION
   Excellent: Knows their responsibilities. Provides structure to accomplish team goals.
   Poor: Unclear of responsibilities or doesn't care about responsibilities.

PREPARATION
   Excellent: Did their homework. Research was thorough, especially as it affects other team members.
   Poor: Team progress was held up because of participant's lack of preparation. Consistently dropped the ball.

PROCEDURE
   Excellent: Lives by the ground rules and procedures. Functions smoothly, works with the team.
   Poor: Absence of order, operates on their own rules, progresses from crisis to crisis.
CAPABILITY
Excellent: Members have confidence in participant and can rely on performance.
Poor: Mediocre "Class C" player not interested in becoming "Class A".

COMMITMENT
Excellent: Participant rallies to the goals. Goals clearly defined in his/her mind.
Poor: Lack of awareness of, or resistance to, team goals.

PROGRESS
Excellent: An attitude of action and momentum, makes suggestions of steps forward.
Poor: Dead in the water? "Everything is a drag" attitude.

Your SLP Guide:

Design a PowerPoint presentation that will help your audience understand the concepts you want to convey

1) As you work on the presentation, try to ensure that the resources you include (hyperlinks to web sites, photos and images, sounds and music, or videos) are culturally authentic whenever possible. They should also contribute to helping students to grasp the meaning you are trying to convey. (In other words, don't just include animations, graphics, music, or sound effects just for fun—use them as tools!)

2) Try not to create a presentation just for the sake of the assignment. In other words, think about how PowerPoint can enhance students' experience with the content in ways that are not possible with other media. (For example, PowerPoint makes it easier to organize information, highlight key points using color, shape, and animation, etc.)

3) There is no minimum number of slides, but it would be difficult to accomplish anything of substance in less than 5 slides. You should consider the amount of time (30mins) typically available in a single period as the maximum time available.

4) You must include at least five image or photo, two hyperlink, and one audio or video clip in your presentation.

5) You may include special animations, backgrounds, effects, or transitions if you like, but they are not required.

6) Here are a few tips for creating successful PowerPoint presentations:

   • Use contrasting colors (light backgrounds call for darker fonts, while dark backgrounds call for lighter colored fonts).

   • Use at least 24-point font in presentations that will be viewed by a whole class.
• Do not use more than 2 different fonts on a slide.

• Do not put too many words on a slide. If you need to include more details, it is better to use additional slides.

• Try to be consistent with the style of designs and color schemes.

• Images make it more interesting!

**Scoring PowerPoints:** [http://www.fno.org/s_ept00/powerpoints.html](http://www.fno.org/s_ept00/powerpoints.html)  
This link will take you to an online article that provides illustrated examples of many bloopers to avoid when designing a PowerPoint presentation.

Multimedia Mania 2003 Judges Rubric  
[http://www.ncsu.edu/midlink/mm2002.rubric.htm](http://www.ncsu.edu/midlink/mm2002.rubric.htm)  
This outstanding, comprehensive rubric will help you to assess the quality of your presentation before you turn it in.

7) If you need help, e-mail me!

8) Here are some examples that might be helpful to you:

SOURCE: North Carolina State University