

Appendix A

Course#: DNP 705 Health Communication

Signature Assignment: Proactive Health Communication Campaign

Total Points: 300

Overview

This course aligns with the Program Learning Outcome 8: Advanced Practice Nursing at the practice level (American Association of Colleges of Nursing VIII) and meets the following Course Learning Objectives.

Course Learning Objective 4: Critique decision-making processes involved in health risk and crisis communication; Course Learning Objective 5: Deconstruct social perceptions of health, demonstrating awareness of the cultural meaning of health and health promotion communication; Course Learning Objective 6: Create a health communication campaign

Be sure to review all rubric criteria prior to submitting your assignment.

Directions

Purpose:

Through the use of scholarly formats and multimedia, the student will create a Proactive Health Communication Campaign highlighting communication methods for a specific health topic. Health Communication Campaigns are used locally and globally to bring attention to health issues, along with a call to action. Development and implementation of health communication campaigns are examples of DNP Essentials.

The Proactive Health Communication Campaign allows you to address a population and health issue; then summarize and highlight how you could use multimedia methods to communicate the health issue and engage the population in your solution. While content is important, the primary focus here is **how** health messages can be communicated in a way that engages the audience. *This is not a paper*, it is a narrated video presentation highlighting different ways of getting your message out. The plan does not have to be implemented.

This “Health Campaign of the Week” features Safe Sleep for Babies, a CDC website with great examples of how one campaign encompasses many methods:

<https://www.cdc.gov/vitalsigns/safesleep/>

Step 1: Choose the tools to create your narrated video presentation i.e. Prezi, Powerpoint, You Tube, Screencast-o-matic, Google Slides etc.

Step 2: Create your presentation:

- a. Title Slide: name, title, course, date.
- b. Introduce your topic. Give an overview of the “agenda” of the presentation.
- c. Describe a county and a subpopulation that is considered at risk. See_ <http://www.countyhealthrankings.org/using-the-rankings-data/exploring-the-data#peer>
- d. Describe, in detail, the health risks, health crisis, or health promotion issues you will address in your plan. This should answer the questions “What is happening” and “Why is this campaign important?” This is not an overview of disease processes.
- e. Apply your health theory or concept – be specific on how the theory is used in approaching the health issue. Why is this a good theoretical approach?
- f. Describe in detail your multimedia presentation/campaign that addresses the health issue or issues. Give examples of the different multimedia approaches you would use, and describe them. You must describe and discuss all materials and attachments in the presentation. You may include photos, give links, or attach copies of your multimedia examples.
- g. Include a resources slide with additional information.
- h. Mechanics: Format and APA references. Presentation works, has audio, clear delivery. Length: 10 minutes maximum

Step 3: Record your presentation i.e. i.e. Zoom, Kaltura, You Tube. Be sure to double check your privacy/permissions for viewers so anyone with the link can view it.

Step 4: Upload the link to your Proactive Health Communication Plan video to **Live Text:** <https://www.livetext.com/>

Resources in Blackboard:

- Tutorials for using Zoom are in the Blackboard course landing page, under the Course Materials Tab
- Tutorials for using Kaltura are also in Blackboard, located below the weekly assignments tabs.

Format

The final deliverable will be a narrated video presentation. Record your presentation i.e. Zoom, Kaltura, You Tube, Screencast-o-matic, Prezi. Length: 10 minutes maximum. Please use proper APA Standards formatting and referencing. Submit your video to LiveText no later than Sunday by midnight and refer to the rubric for grading expectations.

Rubric

Learning Outcome(s)	Criteria	Exemplary 4	Proficient 3	Developing 2	Emerging 1	Not Complete 0
CLO 4	Identifies at-risk population and subpopulation 10 points 40/300	40 Clear documentation and statement of at-risk group. Visuals include charts, graphics, as well as images.	30 Clear documentation and statement of at-risk group, but some minor elements missing.	20 Adequate documentation and statement of at-risk group, but key elements missing.	10 Inadequate documentation and statement of at-risk group, and key elements	0 Criteria is incomplete or not addressed
CLO 5	Health risks, crisis or issue 10 points 40/300	40 Comprehensive and clear explanation of a health risk, crisis, or issues. Includes data and rationale for campaign. Includes graphs, charts or other visual elements.	30 Clear explanation but minor elements missing.	20 Adequate explanation but key elements missing	10 Inadequate explanation and key elements missing	0 Criteria is incomplete or not addressed

CLO 5	<p>Health communication theory, approach, or concept.</p> <p>25 Points</p> <p>100/300</p>	<p>100</p> <p>Comprehensive and detailed presentation of theory or concept that is relevant to the topic and the at-risk population. Theory is clearly applied to the approach of communicating the message.</p>	<p>75</p> <p>Clear presentation of theories and concepts that are relevant to the topic and the at-risk population. Theory is not clearly applied to the approach of communicating the message.</p>	<p>50</p> <p>Presentation of theories and concepts not clearly presented or relevance to the at-risk population not clearly demonstrated</p>	<p>25</p> <p>Presentation of theories and concepts not existent and/or irrelevant to the at-risk population</p>	<p>0</p> <p>Criteria is incomplete or not addressed</p>
CLO 6	<p>Overview video describes the proposed Health Promotion/Crisis Communication Plan</p> <p>25 Points</p> <p>100/300</p>	<p>100</p> <p>Comprehensive and coherent campaign effectively describes use of multimedia and multiple ways to communicate the message. Specific examples and links are given and illustrated with graphics, images, charts, links etc. Resources for additional information are given.</p>	<p>75</p> <p>Well-reasoned campaign describes use of multimedia and some ways to communicate the message. Specific examples are given. Resources are included.</p>	<p>50</p> <p>Adequate campaign but key elements missing.</p>	<p>25</p> <p>Inadequate campaign and key elements missing</p>	<p>0</p> <p>Criteria is incomplete or not addressed</p>

CLO 6	<p>Communication Style & Mechanics</p> <p>5 points</p> <p>20/300</p>	<p>20</p> <p>Title slide with name, course, date. Presentation is auto-advancing, has audible sound and /narration. Exceptional organization and focus with few errors in format or grammar. References in APA format.</p>	<p>15</p> <p>Title slide and references with minor errors. Strong organization and focus with occasional errors in format or grammar that are not distracting.</p>	<p>10</p> <p>Title slide and references incomplete. Lapses in organization and focus with frequent errors in format or grammar that are distracting.</p>	<p>5</p> <p>Missing title slide or references. Absence of organization and/or focus with poor formatting or grammar that make it impossible to understand.</p>	<p>0</p> <p>Criteria is incomplete or not addressed</p>
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Appendix B
Discussion Board #1
Weeks 1, 2, and 5 50 points each

Course Objectives 1-5
DNP Essentials I, II, III, V, IV, VIII

Week 1: Roll Call (50 points)

Purpose: Advanced Practice Registered Nurses (APRNs) are key in communicating and disseminating health information; and also supporting health messaging created by national and global organizations. The Clinical Scholarly Project (CSP) process in the Doctor of Nursing Practice program teaches students to implement evidence-based research into practice, which includes effective health messaging.

This Discussion Board is intended to renew student connections, connect their vision of health to their personal philosophy of nursing, and align their CSP topics to national health priorities. Students first watch an introduction video which introduces the Healthy People 2030 Initiative, an article explaining the Healthy People 2030 Framework, and review the website. In their Discussion Board introductions, they also introduce the CSP topic and explain how it fits in with the Healthy People 2030 goals and objectives.

Discussion Board Assignment Instructions

1. Watch the videos and complete the readings in the Week 1 tab.
2. Please review the rubric in the Syllabus Appendix B.
3. Start a new thread in Discussion Board. In the subject line, title your thread with your last name, first name, Roll Call (i.e. Luckey_Sonia_Roll Call).
 - a. Introduce yourself (name, phone, time zone, and your current work role/setting).
 - b. What is your vision of health?
 - c. Introduce your Clinical Scholarly Project topic. How does it align with the Healthy People Topics and Objectives? Which one(s)?
 - d. Acknowledge in your post that you have read the Academic Integrity Policy.

Post your summary on the Roll Call discussion board. You are not required to respond to your classmates, but dialogue to welcome each other back is always appreciated!

Post due by **Wednesday of Week 1.**

Week 2: Discussion Board #2 - Blog Post

Write a blog post for the general public based on your CSP topic of interest and/or Healthy People 2030. This blog post will serve as the basis for your final blog post included in your Week 7 Signature Assignment Portfolio. Blog examples in various topics can be viewed at <https://www.kevinmd.com/blog/>

Title: Think of an engaging title to attract readers!

Content: You should focus on the information that you think would be most useful to lay people or patients. To demonstrate originality, please include information from at least 2 sources outside of the assigned readings.

Evidence: All the claims and suggestions you make need to be directly related to scientific evidence, which should be properly cited (APA format).

Length: Your blog post should be 800-1,200 words long

Don't forget your references!

This discussion board follows a **multi-step process**. The students must *collaborate* in order to make it work. Each must do his/her part and do it on time. See grading rubric below.

1. *Monday - Wednesday*: Students make an initial post, using the given prompt for that week.
2. *Wednesday -Sunday*: Students review the posts of their classmates, comment on classmates' posts, and respond to classmates who commented on the student's initial post. Thus, this phase of the discussion board is a *conversation* with at least **three (3) different** classmates. A conversation is an exchange of substantive information between two or more people that is specific to the content of the exchange. Posting a generic comment, like "I agree." may be appropriate but it is not sufficient. Students must demonstrate deep thought and synthesis of issues relevant to the topic. The discussion board is time- limited to incentivize collaboration and assure that foundational material is mastered before introducing new material.

Week 5: Discussion Board #3 – Interprofessional Communication

Watch the video: IPE Core Competency Domain 3: Interprofessional Communication

<https://www.youtube.com/watch?v=p75Qkn-953A>

How can we use good communication improve healthcare? Would these methods work in your setting? What else have you seen or used that would improve communication in healthcare?

This discussion board follows a **multi-step process**. The students must *collaborate* in order to make it work. Each must do his/her part and do it on time. See grading rubric below.

1. *Monday - Wednesday*: Students make an initial post, using the given prompt for that week.
2. *Wednesday -Sunday*: Students review the posts of their classmates, comment on classmates' posts, and respond to classmates who commented on the student's initial post. Thus, this phase of the discussion board is a *conversation* with at least **three (3) different** classmates. A conversation is an exchange of substantive information between two or more people that is specific to the content of the exchange. Posting a generic comment, like "I agree." may be appropriate but it is not sufficient. Students must demonstrate deep thought and synthesis of issues relevant to the topic. The discussion board is time- limited to incentivize collaboration and assure that foundational material is mastered before introducing new material.

Grading Rubric for Discussion Boards

Criteria	Exemplary 4	Proficient 3	Developing 2	Emerging 1	Not Complete 0
Timeliness 2.5 points (10/50)	Initial post and responses on time	Initial post late responses timely; OR initial post timely; responses are incomplete	Initial post late; no responses	No post (Receives 0)	Criteria is incomplete or not addressed
Content 2.5 points (10/50))	Fully responds to all questions in DB prompt and answers each completely	Answers all questions without fully developing answers for each	Answers some of the questions but does not fully develop answers	Off topic or not responsive to DB prompt, OR states "I agree," without supporting comments	Criteria is incomplete or not addressed
Accuracy 2.5 points (10/50)	Comments contain accurate information and properly cited references	Comments contain accurate information but references are cited improperly	Comments do not contain any references	Comments are speculative and unsupported	Criteria is incomplete or not addressed
Mechanics 2.5 points (10/50)	Posts contain minimal to no grammar or spelling errors Initial post plus 3 posts to classmates (responses to classmates not required in Week 1)	Posts contain noticeable number of grammar or spelling errors Initial post plus 3 posts to classmates (responses to classmates not required in Week 1)	Number of spelling or grammar errors detracts from meaning Initial post plus 2 posts to classmates (responses to classmates not required in Week 1)	Posts are largely incomprehensible due to spelling or grammar errors; post contains texting lingo (responses to classmates not required in Week 1)	Criteria is incomplete or not addressed
Contribution to Learning Community 2.5 points (10/50)	Consistently attempts to direct discussion in community; tries to help students who do not understand DB prompt	Makes occasional efforts to lead discussions or assist students needing help	Occasionally responds to other students' posts, OR responds in a manner lacking relevance or tact	Fails to respond to other students' posts or responds to others' posts in an antisocial manner	Criteria is incomplete or not addressed
				Total	/50

Appendix C
Concepts and Theory Presentation
Week 3 200 Points

Course Objectives 1, 2, & 3
DNP Essentials I, III

Purpose: To develop a theoretical framework or foundation on which to base educational interventions; and apply them to health communication goals.

1. Select a specific concept and/or theoretical model related to communication and/or healthcare innovation to apply to your individual CSP and/or Healthy People 2020 topic. A great nursing theory resource is <http://www.nursing-theory.org/theories-and-models/>
2. Prepare a narrated voice-over presentation (4-6 slides, 5 minutes max) using Zoom, Kaltura, YouTube, Screencast-o-matic, PowerPoint Online or other media of your choice.
3. Give an overview of the theory.
4. Discuss how you would use the theory specifically in addressing the health issue.
5. Create a handout for your audience to aid understanding of the concept/theory.
6. Submit an introductory paragraph with the LINK to your online presentation, and the accompanying handout through the assignments tab.

Resources in Blackboard:

- Tutorials for using Zoom are in the Blackboard course landing page, under the Course Materials Tab
- Tutorials for using Kaltura are also in Blackboard, located below the weekly assignments tabs.

Week 3 Grading Rubric for Concept/Theory Presentation

Criteria	Exemplary 4	Proficient 3	Developing 2	Emerging 1	Not Complete 0
<p>Visual Presentation</p> <p>12.5 points (50/100)</p>	<p>The presentation is the correct number of slides has a title page; and uses bullet points that enable conversation.</p> <p>Visuals include graphs/charts to support data, are visually appealing, have no grammatical errors and are easy to understand.</p>	<p>The presentation is the correct number of slides; has a title page; and uses bullet points that enable conversation.</p> <p>The visuals include graphs/charts, have grammatical errors, and are easy to look at and understand.</p>	<p>The presentation is the correct number of slides; has a title page; but is extremely text heavy.</p> <p>The visuals do not contain charts/graphs, have errors, are not well organized and are difficult to understand.</p>	<p>Does not adhere to the structure provided.</p> <p>The visuals have many errors and are difficult to understand.</p>	Criteria is incomplete or not addressed
<p>Theory and Evidence-Base</p> <p>25 points (100/200)</p>	<p>Presentation fully incorporates all criteria and develops them fully.</p> <p>Theory is applied specifically to health issue.</p> <p>Presentation contains accurate information, incorporates critical research-based data and properly cited references</p>	<p>Presentation incorporates all criteria without fully developing each.</p> <p>Theory is applied specifically to health issue.</p> <p>Presentation contains accurate information, incorporates critical research-based data but references are cited improperly</p>	<p>Presentation addresses some of the criteria but does not fully develop each.</p> <p>Theory not applied specifically to health issue.</p> <p>Presentation does not contain any data and/or references</p>	<p>Presentation is off topic and/or not sufficiently developed.</p> <p>Presentation is speculative and unsupported</p>	Criteria is incomplete or not addressed
<p>Mechanics</p> <p>12.5 points (50/100)</p>	<p>Speaker is animated uses a clear voice; delivery is poised, controlled, and smooth.</p> <p>Adheres to time limit.</p> <p>Includes references and handout</p>	<p>Speaker is appropriately animated and uses a clear voice; good delivery skills.</p> <p>Adheres to time limit</p> <p>Includes references and handout.</p>	<p>Speaker uses a clear voice and delivery.</p> <p>Adheres to time limit.</p> <p>Includes references and handout</p>	<p>Speaker has poor presentation skills, does not adhere to time.</p> <p>References absent</p>	Criteria is incomplete or not addressed
			Total	Total	/200

Appendix D
Sleuthing Journal - Community Health Promotion
Week 4 150 Points

Course Objectives 1, 2, & 3
DNP Essentials III, IV, VI, VII

Purpose: To be effective providers, it is essential to know our communities, gaps in services, and resources. In this assignment, you will research a specific community by going out into the community.

Part 1:

1. Select your community. It can be the one where you work or live, or any defined local area.
2. Review data for your community:
Some suggested sites:
<https://www.healthdata.gov/browse?limitTo=datasets>
<http://www.countyhealthrankings.org/explore-health-rankings/use-data/exploring-data#peer>
3. Get out into the community and collect documentation. Documentation can be videos, photographs, bus tickets, receipts, flyers, promotional materials, etc.
4. Compile your documentation into a narrated video, using the presentation format of your choice. Video should include:
 1. **Health Care Access:** Identify community clinics in your area. What services they provide?
 2. **Local Public Health Services:** Are Public Health services at the city, county, and/or state level? What services are provided? What else is needed?
 3. **Vaccination Rates:** How does the vaccination rate for children entering school compare to national statistics? If a family has no health insurance, where can their children be vaccinated? Where can you get a flu shot? How much does it cost?
 4. **Disaster Planning:** How has your community prepared for disaster? Where can someone go to learn more or be involved?
 5. **Health Education/Promotion:** Find examples of health messages in the community. They could be in billboards, bus signs, warning labels, etc. Include at least four in your presentation.
 6. **Community Engagement** – What flyers, media or other information include a call to action? Who is trying to engage consumers, and how? Is it effective?
 7. **Reflection:** how would you rate the level of services? What is needed?

This is not a paper, it is a video such as Zoom recording, Kaltura, YouTube, iMovie. It can be in a presentation format such as Prezi, voiceover Powerpoint, Vimeo, etc. For each category below, explore your community and document completion of each task.

Ten points are given for completion and ten points for documentation of each step.

Length should be about 8 minutes max. When you submit, be sure to include the web link to your recording, and double check that it works.

Resources in Blackboard:

- Tutorials for using Zoom are in the Blackboard course landing page, under the Course Materials Tab
- Tutorials for using Kaltura are also in Blackboard, located below the weekly assignments tabs.

Grading Rubric for Sleuthing Journal

Criteria	Exemplary 4	Proficient 3	Developing 2	Emerging 1	Not Complete 0
Completion (70/150)	Exceptionally clear overview of each issue Insightful research into implications for the organization	Fairly perceptive overview of each topic/issue Generally convincing research into implications for the organization	Issues not clearly stated Research into implications for the organization lacks depth or clarity	Issues insufficient and/or absent. Research into implications for the organization lacks depth or clarity	Criteria is incomplete or not addressed
Documentation 1. Health care access 2. Public health services. 3. Vaccination 4. Disaster Planning 5. Health Ed or promotion 6. Community Engagement 7. Reflection/ Evaluation (70/150)	Exceptionally clear presentation of potential responses and solutions. Documentation demonstrates the student visited sites in the community.	Clear presentation of theories and concepts that are relevant to the topic and the organization. Unclear of student visited community sites.	Presentation of theories and concepts not clearly presented or relevance to the organization not clearly demonstrated	Presentation of theories and concepts or relevance to the organization insufficient and/or absent	Criteria is incomplete or not addressed
Communication Style & Mechanics 5 points (10/150)	Exceptional organization and focus throughout plan with few errors in format or grammar	Strong organization and focus with occasional errors in format or grammar that are not distracting	Lapses in organization and focus with frequent errors in format or grammar that are distracting	Absence of organization and/or focus with poor formatting or grammar that make it impossible to understand	
				Total	/150

Appendix E
Supporting Health Communication Campaigns
Week 6 150 Points

Course Objectives 3, 4 & 5

Purpose: To identify existing resources or education tools in different media formats; and create a supporting health communication piece. Students might consider creating an educational piece to support their clinical scholarly project topic. Some excellent resource websites to review are:

<https://health.gov/healthypeople/objectives-and-data/browse-objectives>

<https://www.cdc.gov/healthcommunication/campaigns/index.html>

<https://www.who.int/news-room/fact-sheets>

Part one:

1. Slide 1: Introduce your topic of choice.
2. Slide 2: Present an education piece that is produced by a professional organization or government agency such as NIH, CDC, WHO etc. about the health topic. This can be a video, poster, brochure or infographic, etc.
3. Slide 3: Create a poster, brochure, flyer, OR infographic (must be a different format than what you chose in slide 2 above) with the same facts that reflect a similar health education message. The goal is to support the original message in a new way.
 1. Example:
 - i. Choose a fact sheet like this one <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health> from the WHO
 - ii. Potential ideas could include creating a poster, an infographic, a short video or animation, a blog, six (6) Twitter or Instagram messages, or a webinar to support some of these same messages.
 - iii. These two education pieces should be in different formats (i.e. a video and an infographic; or a poster and a brochure).

Part two:

1. Make a short narrated video (about 5 minutes). The video should
 - a. Introduce the project topic.
 - b. Present the professional education piece. What is its purpose? What is it trying to accomplish?
 - c. Present your own original piece using a different media. Discuss how the message supports the original communication piece.
 - d. Close with a statement about goals for the topic - what do you hope to accomplish?
2. Post the link to your video in Discussion Board, **by Wednesday of Week 6.**

Part three: Watch and comment in Discussion Board!

1. View three (3) of your classmates' presentations and post feedback by Sunday of Week 6. Remember to be polite and collegial! For each video you watch, include answers to the following questions
 - a. What messages do you take away from the education pieces?
 - b. What is your reaction?
 - c. Do you have further questions?
 - d. What questions might a patient or client have after seeing these?

Additional conversation responses are not required, but welcomed!

Resources in Blackboard:

- o Tutorials for using Zoom are in the Blackboard course landing page, under the Course Materials Tab
- o Tutorials for using Kaltura are also in Blackboard, located below the weekly assignments tabs.

Grading Rubric for Supporting Health Communication Campaigns

Criteria	Exemplary 4	Proficient 3	Developing 2	Emerging 1	Not Complete 0
Presentation of Professional Piece with Health Message or Resource 12.5 points (50/150)	Piece comes from professional organization or agency i.e. WHO, NIH, or professional organizations. Well-crafted health messages that tie directly to the health topic	Piece comes from professional organization or agency i.e. WHO, NIH, or professional organizations. Clear health messages that relate to health topic	Unclear if piece comes from professional organization or agency i.e. WHO, NIH, or professional organizations . Adequate health messages but unclear tie to health topic	Health messages are insufficient and/or absent.	Criteria is incomplete or not addressed
Presentation of Original Contribution of Existing Resource or Message (50/150)	Excellent, relevant, clear and helpful discussion resource. Clear discussion of how messages reflect the intended message in original piece.	Clear message or resource but elements missing	Adequate message or resource but key elements missing	Message or resource insufficient and/or absent.	Criteria is incomplete or not addressed
Feedback and Comments on Peer Postings in Discussion Board 12.5 points (50/150)	Student comments on at least three other students' posts, gives excellent substantial and constructive feedback.	Student comments on at least three other students' posts, gives good constructive feedback.	Student comments on at least two other students' posts, gives feedback that is fair on moderately substantial.	Student input is insufficient and/or absent.	Criteria is incomplete or not addressed
				Total	/150

Appendix F
Reflection
Points: 50 points Due: Week 8

Course Learning Objectives: 1-6

American Association Colleges of Nursing: DNP Essentials 1-VIII

Purpose: The purpose of this assignment is for you to reflect on the how you understand yourself, your understanding and approach to health communications. Notice how your thoughts evolved over time throughout the course. Consider:

1. What have you learned this term? What will you do differently going forward? How will what you have learned impact your practice?
2. Influences that affect attitudes and communication with the health-care system and optimum health.
3. How can you use leadership skills to improve patient safety through better communication with your patients?
4. Your thoughts and feelings related to readings and assignments, or discussion with your classmates.

Step one:

Review course readings and assignments. See suggestions above and complete your reflection. This is for you to develop skill in reflection and to think about how the material applies to you.

Step two:

Using a WORD document, label the file Last Name_First Name_Reflection (example: Luckey_Sonia_Week8_Reflection). Length should be 1-2 pages. While in-text APA formatted references are not required, you may wish to reference materials to help you in the future as you try to remember a source you read or a web page you visited.

Step three:

Submit your Reflective paper via the assignment link in Blackboard.

Grading Rubric for Reflective Journal

	Exemplary - 4	Proficient -3	Developing -2	Emerging -1	Not Complete 0
Reflection Completion Points 5 (20/50)	Approximately 1-2 pages	About 1-2 pages	At least 1 page	1 page or less	Criteria is incomplete or not addressed
Reflection Content Points 5 (20/50)	Writing shows evidence of detailed thoughtful reflection.	Writing shows evidence of thoughtful reflection.	Writing shows little evidence of thoughtful reflection.	Writing does not show evidence of thoughtful reflection.	Criteria is incomplete or not addressed
Course Relevance Points 2.5 (10/50)	All content relevant to course experience.	Most content relevant to course experience	Some content relevant to course experience.	Content largely irrelevant to course experience.	Criteria is incomplete or not addressed
				Total	/50