

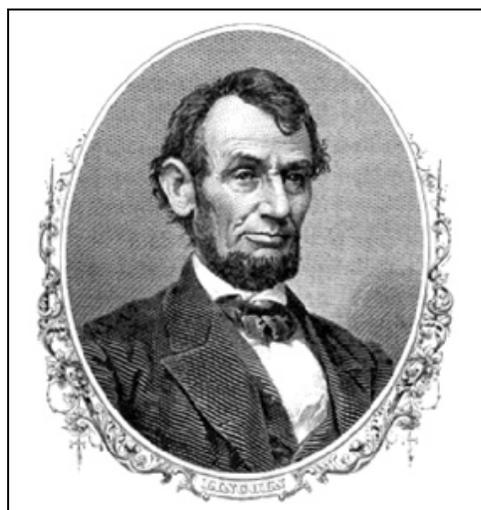
Brigham Young University  
College of Nursing



**N401 / N402 Syllabus**  
**Global Health and Human Diversity**  
**Nursing Care of the Veteran Patient Clinical Sections**  
**Winter Semester / Spring Term 2013**

**Kent Blad, DNP, FNP-c, ACNP-BC, FCCM, FAANP**  
**Ron Ulberg, MSN, RN, CCRN**

*Note: The course syllabus is as accurate as possible and includes the expectations for both students and faculty. Occasionally changes must be made to accommodate unusual events or corrected information. Such changes will be posted as an erratum or addendum on the website, announced in class, and sent by class email.*



*"With malice toward none, with charity for all,  
with firmness in the right as God gives us to see the  
right,  
let us strive on to finish the work we are in,  
to bind up the nation's wounds,  
**to care for him who shall have borne the battle  
and for his widow, and his orphan,**  
to do all which may achieve and cherish  
a just and lasting peace among ourselves and with all  
nations."*

BRIGHAM YOUNG UNIVERSITY  
*College Of Nursing*

**Program Outcomes**

During each semester and within the context of nursing, the student will:

- Integrate the values of the gospel of Jesus Christ as part of caring.
- Demonstrate effective critical thinking and communication.
- Design, provide, and evaluate professional nursing care for individuals, families, and communities.
- Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels.
- Exemplify lifelong learning.

**Mission, Vision, Values**

MISSION

Learning the Healer's art

The mission of the Brigham Young University College of Nursing  
is to develop professional nurses who:

Promote Health

Care for the Suffering

Engage in the Scholarship of the Discipline

Invite the Spirit into Health and Healing

and Lead with Faith and Integrity.

VISION

We are a community of nursing scholars  
engaged in discovery and application of the Healer's art  
to strengthen health and healing worldwide  
and to enhance the discipline of nursing.

VALUES

A ccountability

R espect

I ntegrity

S ervice

E xcellence

. . . . . in Faith.

## **Course Information**

### **Course Description and Objectives**

The client population for N401 & N402 will include Veterans of foreign wars from WW II, Korea, Vietnam, Operation Desert Storm, Operation Iraqi Freedom (OIF), and Operation Enduring Freedom (OEF) conflicts.

Students' clinical settings will include various inpatient and outpatient Veteran patient settings in the Washington D.C. area, inpatient hospital wards at the Salt Lake City VA Medical Center, outpatient clinics at the SLC VAMC, PTSD clinic at the VAMC, HBHC (Home Based Health Clinic), hospice settings in Salt Lake and Utah Counties, as well as rural hospital settings across the state of Utah. The variety of settings will give the student exposure to the Veterans' and rural health care system, as well as the Veterans' need and access to a variety of health care needs.

### ***Description:***

The objective of this course is to prepare nursing students to better care for the Veteran patient by understanding the unique healthcare needs of that population and providing direct clinical-related experiences with the Veteran patient.

Another objective of this course is to culturally prepare students to better care for the Veteran patient through exposure to sociopolitical, health, and cultural elements of the Veteran population.

### ***Course Learning Outcomes:***

Students will be able to:

1. Demonstrate understanding of the impact of diversity within the veteran population presented through individual meetings and group panels of veterans with students.
2. Demonstrate understanding of the impact of political, social, cultural, and environmental issues on the veterans' healthcare system, the largest healthcare system in the U.S, presented by panels of Veterans within the state of Utah and Washington D.C.
3. Integrate healthcare that is culturally sensitive to the needs of the veteran patient, provided through patient care in the inpatient, outpatient, and/or rural clinical settings.
4. Demonstrate understanding of whom our Veterans are; why this population acts and interacts as they do; where they originate and currently live (including rural focus); how they came to be Veterans; what the make-up of our Veterans is; and when they may seek help from the healthcare system.
5. Demonstrate familiarity with the impact of culture on health seeking behaviors in the Veteran population gained through discussions with Veteran panels, personal interviews of Veterans, and through discussing, observing, and caring for the Veteran patient in the various clinical opportunities.

### **Faculty Information**

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## Statements on Sexual Harassment and Students with Disabilities

### **Prevention of Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program of activity receiving federal funds. The act is intended to eliminate sex discrimination in education.

Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

### **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-282 ASB.

### **Class Times and Expectations**

Feb 4, 2-4 pm. View 'Sick Around the World'

Feb 19, 2-4 pm. Read 'Coping with Culture Shock'

Mar 18, 2-4 pm. Read 'What Students Don't Learn Abroad'

Apr 1, 2-4 pm. Read 'Body Ritual Among the Nacirema' and 'Healers Art'

Apr 15, 2-4 pm. Read 'To Know Them is to Serve Them Better'

The assigned articles have been placed on Learning Suite. You will participate in a discussion during class on these cultural concepts. Come prepared to give personal examples of how you might utilize these concepts in being better prepared to interact with others of differing backgrounds and circumstances

***Attendance at class, as well as completion of assignments is mandatory.*** These classes serve several purposes: 1) to provide an orientation cultural diversity and specifically to the Veteran culture; 2) to provide an orientation to rules, regulations, and policies associated with study abroad, 3) to provide information on the Veteran experience and expectations, and 4) and to provide an opportunity to create a bond as a group that will enhance learning and clinical experiences in spring, 2013.

Students will be expected to attend all classes, participate fully, and fulfill all assignments. If you cannot attend a class or meeting, you are required to notify the instructor before the class and submit a plan for making-up the missed time and course material.

## Professionalism

Class and Meeting Attendance is required as detailed above. Unexcused absences are considered unprofessional behavior and can result in a 5% reduction in grade or automatic dismissal from the course. Unprofessional behavior, academic dishonesty, or violation of the BYU Honor Code may result in immediate dismissal from and failure in the course. Please see the BYU Baccalaureate Student Handbook.

## Grading and Assignments:

### **Grading Scale:**

A	95-100%	B-	80-82%
A-	90-94%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	C-	70-72%

## Grading Criteria for N402

Assignment	Points Possible	Due Date	Learning Outcome Addressed
Attendance & Participation in Class Meetings	150	Ongoing thru semester	1,2,4,5
Military conflicts of the United States	50	March 18, 2013	4,5
Veteran Service Organization	50	April 1, 2013	4,5
Cultural Appreciation (media)	50	April 15, 2013	2, 4,5
Monument/Memorial Handout	100	April 15, 2013	4,5
Monument/Memorial Presentation	50	May 3, 2013	4,5
<b>Total</b>	<b>450**</b>		

\*\*Assignments that are submitted late will be subject to a 5%/day grade reduction.

NOTE: **ALL** assignments must be completed at a 73% level to successfully pass the course.

### Assignments for N401 (Winter 2013)

#### **Military Conflicts of the United States (Sign-up Jan 21<sup>st</sup>) Presentation March 18, 2013**

In this assignment you will select a military conflict from the ones listed and research the conflict paying attention to history, causes and events leading up to its beginning, and its resolution. You may access any available materials to do your research. You will prepare a 1-2 page summary of your selected conflict, with specific details, and present it to the class. Your presentation should be no more than 10 minutes and may include video, PowerPoint, or other appropriate materials.

Revolutionary War	War of 1812
Mexican War	Civil War
Spanish American War	WWI
WWII European Theater	WWII Pacific Theater
Korean War	Vietnam War
Operation Desert Shield/Storm	Operation Restore Hope (Somalia)
Operation Allied Forces (Kosovo)	Operation Iraqi Freedom
Operation Enduring Freedom	Operation Odyssey Dawn (Lybia)

#### **Veteran Service Organization Assignment (Sign-up Jan 21<sup>st</sup>) Presentation April 1, 2013**

The purpose of this assignment is to help the student gain familiarity and appreciation for national and local service organizations that serve our Veterans. This assignment also provides information on opportunities to provide group or individual service hours to Veterans.

1. Select a Veteran service organization from the provided list.
2. Research online, or through other avenues of information the purpose and objectives of the organization, a brief history, and other pertinent information concerning the organization.
3. Report the above findings in a minimum 1 page write up and 10 minute presentation in class on April 1, 2013. Include in the report local availability of your organization and local application to our Veterans in the State of Utah. In addition, report any ideas for opportunities for service that our class could render to the organization as a group or individuals.

#### Service Organizations to choose from include:

American Ex-Prisoner of War	American Gold Star Mothers
American Legion	American Veterans (AMVETS)
Blinded Veterans Association	Disabled American Veterans
Homes for our Troops	Military Order of the Purple Heart
Paralyzed Veterans of America	Rolling Thunder
Veterans of Foreign Wars	Veterans of Vietnam War
Wounded Warrior Project	Others on a local basis

### **Cultural Appreciation Assignment (Sign-up Jan 21<sup>st</sup>) Due April 15, 2013**

The purpose of this assignment is to gain an appreciation for the culture and environment from which our Veterans originate.

1. View 2 movies or theatrical productions pertaining to military conflict and service. A list and sign-up sheet will be provided in class.
2. After viewing, write a 1-2 page report on your personal impressions of Veterans from the film.
3. Share and report, in class to the Nursing Care of the Veteran Patient clinical groups on April 15, 2013, your general and personal impressions from the film.

### **Veteran Monument / Memorial Assignment (sign-up Jan 21<sup>st</sup>) Handout due date – April 15, 2013; presentation done in Washington DC**

1. Through self-research, become familiar with a Veteran monument or memorial that you select and sign up for.
2. Prepare a 10-15 minute **presentation** on your selection that will be reviewed by your faculty and presented while in Washington DC to all students and faculty there.
3. Prepare a 1 to 2 page professionally prepared **handout** for each of your classmates and faculty about your selection. You will be the expert on your selected monument/memorial. Copies will be made for all students and faculty in the group.
4. You are responsible to involve the group in your memorial selection through our field trip activities in Washington DC.

You will be graded on the depth of your research, creativity, and interest generated by your presentation.

#### Monuments / Memorials to choose from include:

Arlington National Cemetery	Holocaust Museum
Jefferson Memorial	Korean War Memorial
Lincoln Memorial	Marine Corps War Memorial
WWII Memorial	Tomb of the Unknown Soldier
Vietnam Veterans' Memorial	Washington Monument
Star Spangled Banner	US Navy Memorial
WWI Memorial	9/11 Memorial (Pentagon)
Women in Military Service for America Memorial	
Nurses Memorial	

## Assignments for N402 (Spring 2013)

### Grading Criteria for N402

Assignment	Points Possible	Due Date	Learning Outcome Addressed
Global Health & Cultural Assignment (parts 1-3): (See rubric for point breakdown)	125	See instructions	1,2,3,4
Reflective Writing (See rubric for point breakdown)	75	June 3, 2013	1,2,4,5
Clinical/Cultural Skills Evaluation (See form on pg. 13)	75	June 7, 2013 (completed by faculty)	1,2,3,4,5
Completion of Clinical Hours (105 hours)	P / F	June 7, 2013	2,3,4,5
Veteran Specific Assignments: Veteran Presentation: (rubric pg. 15) Written:           25 pts Oral:               25 pts Veterans Journal: 25 pts Scholarly Product: 75 pts	150	See instructions	2,3,4,5
Service Donation	P / F	May 4, 2013	1,5
Professionalism	100		1,2,5
<b>Total</b>	<b>525**</b>		

\*\*Assignments that are submitted late will be subject to a 5%/day grade reduction.

NOTE: **ALL** assignments must be completed at a 73% level to successfully pass the course.

#### **Activities and Assignments Common to all Clinical Sections**

Each student, regardless of their clinical site, will participate in the following activities and assignments (with corresponding course learning outcome in parentheses):

- 1) **Global Health and Cultural Assignment (1,2,3,4)**
- 2) **Reflective Writing Assignment (1,2,4,5)**

Students will also be graded on their progress related to **clinical skills** in cultural competency. Each of these assignments must incorporate an understanding of the culture of the group and the effect of that culture.

Individual clinical groups may have other assignments and activities specific for their group.

## **Global Health & Cultural Assignment (Outcomes 1,2,3,4)**

The purpose of this assignment is provide students the opportunity to 1) correlate world health issues with their selected population of focus during the Global Health course, 2) clearly identify the impact of global health on individuals, the community, and their personal nursing practice, and 3) learn how similar issues are dealt with differently due to cultural differences.

*This is a three part assignment.*

### **Part 1: Data Gathering**

- During the first week of spring term, students will sign up for a global health topic. They will meet with fellow students from other groups who have been assigned the same global health topic and decide the direction their blog discussion will take during the next few weeks (i.e. narrow topic down-so it can be comparable across sites).
- Two to three students from the same clinical group will work together to gather data (statistics) regarding rates, those at risk, areas at risk etc. for your population. (WHO, PAHO, etc).

#### **Global Health Topics:**

*Alternative therapy*

*Chronic Disease (Cardiovascular, pulmonary)*

*Health Education/Promotion*

*Healthcare Access*

*Nutrition (diabetes, stomach cancer)*

*Poverty*

*Mental health/substance abuse*

*Communicable Disease (HIV, TB, malaria, parasites)*

*Unintentional/Intentional Injuries*

**Part 2: Comparison analysis (75 Points)**

During clinical, students will identify what relevant factors have contributed to the global health topic. They will observe and discuss with preceptors how the problem is being addressed and its impact on society. They will then communicate with other students from their global health assignment group about these experiences. In addition, they will compare and contrast findings among other sites. Three blog posts must be made.

<b>Global Health Assignment</b>	<b>Due Date</b>	<b>Points</b>
<b>Blog Post #1</b> <ul style="list-style-type: none"> <li>• Succinct display of statistical data of your population, written in own words (do not cut and paste an article)</li> <li>• Who are at greatest risk within your population?</li> <li>• What is the prevalence of the global health topic within your population?</li> </ul>	<b>May 3, 2013 (before starting clinical hours)</b>	<b>/25</b>
<b>Blog Post #2</b> <ul style="list-style-type: none"> <li>• Provides specific example/observation of how global health topic is addressed within your population.</li> <li>• How does the global health topic impact society?</li> <li>• Identify cultural implications and how the global health topic is being addressed (contrasting with what you have seen in the past)</li> <li>• Succinct posting</li> <li>• Evidence of critical thinking</li> </ul>	<b>May 27, 2013 (while in clinical experience)</b>	<b>/25</b>
<b>Blog Post #3</b> <ul style="list-style-type: none"> <li>• After reading the other students' postings, identify at least 2 similarities/differences among the posts (evidence of reading included).</li> <li>• Identify how culture influences health approaches (compare/contrast with other sites)</li> <li>• Evidence of critical thinking</li> <li>• Succinct discussion</li> </ul>	<b>June 1, 2013 (upon completion of clinical hours)</b>	<b>/25</b>
<b>TOTAL</b>		<b>/75</b>

**Part 3: Oral presentation (pairs/three-some) (50 points)**

Students will present their global health topic and data from their clinical site, along with the comparison analysis of their blog conversation to their clinical group in a 8-10 minute oral presentation (see presentation grading rubric). Include nursing implications for future practice at an individual, community and population level (and address all three levels of prevention).

**Oral Presentation Grading Rubric**

	<b>Points</b>
<b>Topic Presented</b> <ul style="list-style-type: none"> <li>• Your population data</li> <li>• Why is it a problem (tie into culture)</li> <li>• Interventions (tie into culture)</li> </ul>	<b>/15</b>
<b>Other Population Comparisons</b> <ul style="list-style-type: none"> <li>• Other populations' data</li> <li>• Cultural implications</li> <li>• Evidence of critical thinking</li> </ul>	<b>/15</b>
<b>Nursing Implications</b> <ul style="list-style-type: none"> <li>• Included at the individual, family and population level</li> <li>• Include primary, secondary, and tertiary levels of prevention included</li> </ul>	<b>/10</b>
<b>Messengers:</b> <ul style="list-style-type: none"> <li>• Stays within time allotment (8-10 min)</li> <li>• Prepared, knowledgeable</li> <li>• Professional</li> <li>• Connects with audience</li> </ul>	<b>/10</b>
<b>TOTAL</b>	<b>/50</b>

**Reflective Writing (Outcomes 1,2,4,5) (Due June 3, 2013)****Expected Learning Outcome**

The purpose of this assignment is to allow students to reflect upon experiences and identify how those experiences have impacted your learning and life. It helps to internalize what you have learned. Reflective self assessment and writing is an excellent life long skill to develop and use for self improvement and analysis. Students will analyze and synthesize their experiences during this course and how the lessons learned from those experiences apply to current and future nursing practice.

You will accomplish this assignment through a series of steps.

- 1) Review the reflective writing questions (below) prior to clinical and cultural experiences in GHHD.
- 2) Seriously consider the reflective writing questions during your clinical and cultural experiences. You may want to carry a notepad to record your thoughts and impressions.
- 3) Identify the impact that these experiences have on you personally and their importance to your nursing practice.
- 4) Paste the question at the beginning of each response.

- 5) Respond in writing to each of the five reflective writing questions by describing your experience and impressions, assess your understanding and growth, and apply lessons learned.

### **Reflective Writing Questions**

1. Analyze the most meaningful **cultural** experience you had in this course and the impact it will have in your future nursing experience in providing culturally competent care to populations different than your own (including populations who have lower socioeconomic status, less educated, diverse race/ethnicity, religion, and other social determinants).
2. Articulate and analyze the most meaningful **nursing** experience you had in this course related to global health or human diversity (within individuals, family and communities), and how it will impact your current and future nursing practice and life-long learning goals.
3. Evaluate how your **attitudes** (personal, professional, spiritual, etc) towards your population of interest have changed as a result of your experiences in this course and how these changes will impact your current and future nursing practice and personal life.
  - a. How will it impact your outlook on advocacy, creating social change and how you will provide service and care to those in need?
4. As you reflect on your N401/N402 experience and your previous reflective answers, evaluate and synthesize your understanding of the Healer's art as it relates to global health and human diversity and empowering others.

### **Commonly Asked Questions regarding the Reflective Writing:**

#### **To whom am I writing?**

Your audience is you and your faculty member. Your writing should be clear, concise, and professional. Your reflections may be shared in other forums, such as N400 orientations, College of Nursing publications, etc.

#### **Do I need to use APA format?**

You may want to incorporate ideas or information from your reading assignments. If so, please use APA formatted citations and references, but you do not need to use APA headings, title page, abstract, etc.

#### **What length should my paper be?**

The length of the entire reflective writing assignment should be five to ten pages, double-spaced. Responses to each question should be one to two pages, double-spaced.

### Reflective Writing Grading Rubric

<i>Content</i>	<i>Incomplete Response (0-79%)</i>	<i>Satisfactory Response (80-89%)</i>	<i>Comprehensive Response (90-100%)</i>	<i>Points Earned</i>
<i>Description of Experience(s) Related to Reflective Writing Questions</i>	Incomplete description of experience(s) <b>0-11 points</b>	Satisfactory description of experience(s) <b>12-13 points</b>	Comprehensive description of experience(s) <b>14-15 points</b>	____/15
<i>Analysis</i>	Incomplete evidence of critical examination of experience(s) <b>0-19 points</b>	Satisfactory evidence of critical examination of experience(s) <b>20-22 points</b>	Comprehensive evidence of critical examination of experience(s) <b>23-25 points</b>	____/25
<i>Reflection</i>	Incomplete evidence of purposeful contemplation and learning <b>0-19 points</b>	Satisfactory evidence of purposeful contemplation and learning <b>20-22 points</b>	Comprehensive evidence of purposeful contemplation and learning <b>23-25 points</b>	____/25
<i>Mechanics and Format</i>	Many errors and much rework needed <b>0-6 points</b>	Minimal errors and writing could be more concise or clear <b>7-8 points</b>	Free of errors and writing is concise and clear <b>9-10 points</b>	____/10

**TOTAL POINTS: \_\_\_\_\_/75**

COMMENTS:

### Clinical Culture Skills Evaluation (Due date – June 3, 2013): self evaluation

The purpose of the clinical cultural skills evaluation is to guide students in understanding the principles and skills they should be learning during this term. These are the skills a culturally competent nurse possesses. Instructors will complete an evaluation on each student's cultural competency skills. At the end of their cultural clinical experience, students should have made progress and met minimal levels of the following skills. The following evaluation skills list will be used.

**1=poor; 2=minimal acceptance; 3= average; 4=above average; 5=exceptional:**

Cultural Skill	Grade	Comments of Progression
Demonstrates understanding of the innate culture and belief system	1 2 3 4 5	
Asks appropriate questions to understand culture and beliefs <ul style="list-style-type: none"> <li>• When getting history</li> <li>• During assessment examination</li> <li>• During care</li> </ul>	1 2 3 4 5 (5=all areas 4 majority)	
Adapts care (including teaching) to be culturally appropriate when working with each patient. <ul style="list-style-type: none"> <li>• Including decision-making practices, alternate health care practices, etc</li> </ul>	1 2 3 4 5 (5=all areas 4 majority)	
Provides general health and cultural-specific information (using translation services, as appropriate)	1 2 3 4 5	
Respects differences of opinion, values, and/or practices. (no culture better than another)	1 2 3 4 5	
Advocates for patient's cultural needs and beliefs.	1 2 3 4 5	
Determines that having clients as co-participants in their care improves outcomes.	1 2 3 4 5	
Distinguishes differences within, between, and among cultures. (Does not stereotype).	1 2 3 4 5	
Expresses belief that much can be learned from others' values, traditions and practices	1 2 3 4 5	
Expresses understanding that becoming culturally competent is a continual process.	1 2 3 4 5	
Strives to provide culturally competent care as Christ would.	1 2 3 4 5	

**\*\*Continued on next page**

Appropriate progression made: \_\_\_\_/20

(Full points for progress if faculty see a progression by the student over the term, an improvement in the score in each of the areas; and a minimum score of “3” in each area)

**Total: \_\_\_\_/75**

(Based on Purnell’s Model for Cultural Competency & King’s and Baxter Magolda’s intercultural maturity model)

### **Veteran Specific Assignments:**

#### **Veteran Presentation Assignment (Due date: May 4, 2013):**

The purpose of this assignment is to help the student gain familiarity and appreciation for selected Veterans in history. The requirements for this assignment include:

1. Select a Veteran family member, friend, or unknown Veteran through the sources listed in #2 that you would be interested in researching and presenting.
2. Research through interviews, reading “The Greatest Generation” book, viewing “The Greatest Generation” DVDs, or other sources of your choosing (cleared by a faculty member), a Veteran of your choice.
3. Prepare a 10-15 minute presentation and synopsis on the life and war-related experience of your selected Veteran. Share why you chose this particular Veteran.
4. The presentation should be typed and have a professional appearance; pictures and other attachments may be included to enhance your presentation.
5. At a designated time in Washington DC you will give your presentation to the group.

You will be graded on clarity of your presentation, creativity, and interest generated by your presentation.

#### **Veterans Journal (Due date: June 3, 2013)**

The purpose of this assignment is to record personal and professional reflections on experiences from the variety of activities included within N401 and N402.

1. Maintain personal journal with reflection on each activity/day spent in Winter/Spring, 2013.
2. Share, with N402 faculty, your finished product.

#### **Scholarly Product (Due date: June 3, 2013)**

You will have the opportunity to participate in producing, in small teams, a scholarly paper or professional poster or PowerPoint presentation related to your Veteran experiences and assignments completed in winter semester and spring term. Details of the assignment will be discussed in the 2<sup>nd</sup> class of winter semester.

#### **Service Donation (Due date: May 4, 2013)**

The purpose of the fundraiser is to personally raise funds to provide for an “appreciation evening” of food and interaction with troops, families and staff at Walter Reed National Medical Center (WRNMC) or WWII Holocaust survivors and to lay a wreath at the Tomb of the Unknown Soldier. Both events will occur while in Washington DC during Spring Term, 2013. All students are required to equally participate. Requirements and decisions about the fundraiser will be made by students in class as a whole.

## Grading Criteria for Presentations

Date:

Student:

Circle the rating with 3 = high, 1=low. Write any helpful comments at the bottom.

### Message

Appropriateness	1	2	3
• Stated purpose	1	2	3
• Clear	1	2	3
• Coherent and logical	1	2	3
Presents current information			
• Uses examples	1	2	3
• Uses appropriate visuals	1	2	3
• Stays within time allotment	1	2	3

### Messenger

Knowledgeable	1	2	3
• Confident	1	2	3
• Appropriate language	1	2	3
• Good eye contact	1	2	3
• Able to be heard	1	2	3
• Connects with students	1	2	3

### Comments