SYLLABUS
PHPM558 Health Care Marketing and Strategic Planning
Fall 2017

Time: Thursday’s 3:00-5:50 - Single, 3 hr lecture per week – take breaks as needed – snacks allowed.

Location: Phoenix Biomedical Campus

Instructor: Karen J. Tiggs, MPH
            ktiggs@email.arizona.edu
            (602) 326-5058

Office Hours: By appointment only

Catalog Description: This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations. In addition, it provides an overview and applications of strategic planning theories, methods, and group processes in different organizational environments.

Course Credit: 3 units

Course Prerequisites:

- Undergraduate Students: Senior in public health, public administration, or business administration or permission of the instructor.

- Graduate Students: Successful completion of CPH 574 or permission of instructor
Course Learning Objectives (for both undergraduate and graduate students): Upon completion of this course students will be able to:

Marketing
- Describe and critically analyze marketing theories and methodologies, applied to health care marketing
- Understand health care markets and consumer decision making about health
- Understand market research as applied to health care products, services, and social marketing campaigns
- Understand the links between strategic planning and marketing
- Understand the uses of social marketing
- Understand uses of marketing communications, especially social media, in health care
- Develop a marketing plan for a health care service, or a social marketing campaign

Strategic Planning
- Describe and critically analyze strategic planning theories and methodologies.
- Critically analyze a strategic plan
- Understand the appropriate use of group facilitation processes for strategic planning
- Conduct an organizational and environmental assessment
- Develop forecasts and scenarios
- Develop mission, vision, and values statements
- Develop strategies to achieve the vision

MPH Core Competencies Addressed:
- Defining a problem
- Determining appropriate uses and limitations of data
- Understanding how data illuminate ethical, political, scientific, economic and overall public health issues
- Making relevant inferences from data
- Effective oral and written communication skills
- Soliciting input
- Developing and presenting a budget
- Monitoring program budgets

HSA, PHPM and PHP Core Competencies Addressed:
- Successfully participating in financial management of the organization
- Interpersonal communications leadership
- Engaging in both quantitative and qualitative analysis utilizing finance
- Understanding legal and ethical environments to carry out an achieve organizational goals
DrPH Competencies Achieved:
- Identify and distribute sources of funding for public health activities
- Communicate effectively with community members

Note: DrPh students are expected to submit all homework assignments individually. DrPH students must also write a policy brief defending or recommending changes to the government accounting standards. The policy brief should be no less than 5 pages, be well researched and be ready to present to a member of Congress.

Course Notes: Reading assignments and course materials will be made available on the course web-site at http://d2l.arizona.edu/.

Required Text/Readings:


Textbooks are available at the University bookstore and on-line. It is also recommended that you get a writing style guide and/or bookmark applicable sites. We will be using Publication Manual of the American Psychological Association (APA) format for this course.

Optional Reading:


**Additional required content materials:** Each week additional required readings, in the form of articles and case studies, will be posted on the D2L website.
Course Format

Course content will come from required texts, articles, and other materials that will be posted on the D2L course website. Each student is responsible for reviewing these materials.

The course uses **team-based learning**, which requires active participation inside and outside of class. Students will be assigned to a small team during the first class. Students will work in that team throughout the semester. Planning professionals usually work in and facilitated groups, teams, and coalitions; this class will help students develop needed skills.

The course is designed for teams to **adopt a Non-Profit Organization (NPO)** to create a Strategic Plan, Marketing Plan or other project related to strategic planning and/or marketing. The NPO will be vetted by the course facilitator prior to the beginning of class. Students will be required to meet with the NPO weekly or as needed to acquire the information required to successfully complete assignments related to the NPO. In addition, the team is expected to complete a final project and present it to the class and all NPO’s on the last day of class.

**D2L Online Discussion Board** – This course uses D2L’s online discussion board. Every student is expected to contribute to it weekly, with all comments posted before the deadlines.

**Course Requirements**: By the end of the semester, students must demonstrate knowledge of strategic planning and marketing in health care. Be able to acquire necessary documentation to successfully create strategic plans and marketing plans. Understand and use data to compile strategic and marketing plans. Students are required to complete all assignments on the respective due date as detailed in the course schedule. Late assignments will not be accepted.

**Grading/Student Evaluation:**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D

**Course Requirements & Grading/Student Evaluation for Graduate Students:**

**Co-Convened Courses**: DrPH students will perform all assignments individually. DrPH students will also prepare a policy brief defending or recommending changes to the government accounting standards

**Workload Weighting:**

- Attendance and individual participation = 15 pts
- Group participation = 10 pts
- Weekly quiz = 14 pts
- Other assignments = 56 pts
- Group final strategic plan and marketing plan and project paper = 20 pts /DrPH +15 pts
**Class Participation:** Students are expected to attend all class sessions and vigorously participate in class discussions and activities. Successful completion of the course requires no more than 3 absences. All class absences will result in a loss of the week’s attendance point and homework should be uploaded to course D2L by the weekly deadline to obtain homework points. Students missing a class should make arrangements to take the weekly quiz by midnight the following Monday. NOTE: All assignments must be turned into D2L by 3:00 pm on the designated Wednesday otherwise, no points will be awarded.

**Course Schedule:** All weekly assignments will be available at the end the weekly lectures. Below are the dates of classes, topics, readings and assignments.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic, Overview &amp; Guiding Questions</th>
<th>Content (Readings, lectures, etc.)</th>
<th>Assessments (Assignments, discussions, quizzes, tests, projects) All assignments are due at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Strategic Planning</td>
<td>Read Bryson Chapter 1</td>
<td>Research and choose an Arizona NPO (Group) Wednesday, 8/30/17</td>
</tr>
<tr>
<td></td>
<td>Select an NPO</td>
<td>Strategic Plan Outline</td>
<td>Create Team Charter (Group) Wednesday, 8/30/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Plan Template</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Plan Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Marketing in Health</td>
<td>Read Kotler Chapter 1</td>
<td>Assignment - Ellen Schall and the Department of</td>
</tr>
<tr>
<td></td>
<td>Care</td>
<td>Read Ellen Schall Case Study</td>
<td>Juvenile Justice Paper (Individual) Wednesday, 09/06/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Marketing Plan Outline</td>
<td>Extra Credit: Movie ‘Stealing Cars’ (Individual)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Marketing Plan Template</td>
<td>Wednesday, 09/06/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Marketing Plan Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Introduction to SWOT Analysis</td>
<td>Read Bryson Chapter 5</td>
<td>Assignment - Conduct SWOT Analysis on NPO (Group) Wednesday, 09/13/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Bryson Exhibit 5.1 - Page 172</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– 180</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Kotler – Pages 120 – 126</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Questions to Guide SWOT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read SWOT Analysis Example - Cigna</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What is a Mission &amp; Vision Statement</td>
<td>Read Bryson - Chapter 4</td>
<td>Assignment - NPO Mission &amp; Vision Analysis (Group) Wednesday, 09/20/17</td>
</tr>
<tr>
<td></td>
<td>and what role do they play in a NPO?</td>
<td>Read Kotler - Chapter 5</td>
<td>Assignment – Status Report on Final Project (Group) Wednesday, 09/20/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Mission Statement vs. Vision</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statement</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic, Overview &amp; Guiding Questions</td>
<td>Content (Readings, lectures, etc.)</td>
<td>Assessments (Assignments, discussions, quizzes, tests, projects) All assignments are due at 11:59 pm</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Stakeholder Identification</td>
<td>Read Kotler - Chapter 3</td>
<td>Assignment - Stakeholder Analysis &amp; Map (Group) Wednesday, 09/27/17</td>
</tr>
<tr>
<td></td>
<td>What is a Stakeholder Map vs. a</td>
<td>Read Bryson - pages 49, 133 – 137</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stakeholder Analysis?</td>
<td>Read Stakeholder documents</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Demographics of Population Served</td>
<td>Read Kotler - Chapter 8</td>
<td>Assignment - Demographics of Population Served (Group) Wednesday, 10/04/17</td>
</tr>
<tr>
<td>7</td>
<td>Digital Marketing &amp; Health Care</td>
<td>Read Kotler - Chapter 12</td>
<td>Assignment – Paper Develop Web Analytics for NPO (Group) - Wednesday, 10/11/17</td>
</tr>
<tr>
<td></td>
<td>Marketing Channels</td>
<td></td>
<td>Assignment – Status Report on Final Project (Group) Wednesday, 10/11/17</td>
</tr>
<tr>
<td>8</td>
<td>Brand Analysis</td>
<td>Read Kotler - Chapter 10</td>
<td>Assignment - Brand Analysis Paper (Group) Wednesday, 10/18/17</td>
</tr>
<tr>
<td></td>
<td>Read and Watch Michigan Hospital Goes Luxe Stories</td>
<td></td>
<td>Assignment - Michigan Hospital (Individual) Wednesday, 10/18/17</td>
</tr>
<tr>
<td></td>
<td>Watch Ted Talk – “Healthcare Should be a Team Sport”</td>
<td></td>
<td>Quiz 2 (Individual) Wednesday, 10/18/17</td>
</tr>
<tr>
<td>9</td>
<td>Marketing Tools</td>
<td>Read Marketing Tools for Print, Billboard, and Email Examples</td>
<td>Assignment - Blueprint for a Mess (Individual) Wednesday, 10/25/17</td>
</tr>
<tr>
<td></td>
<td>Read Blueprint for a Mess Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Financial Analysis</td>
<td>Read Bryson pages 119 – 120</td>
<td>Assignment - Checklist to Assess Financial Activities in NPOs (Group) Wednesday, 11/01/17</td>
</tr>
<tr>
<td></td>
<td>Read Kotler page 182</td>
<td>Read Kotler page 182</td>
<td>Assignment – Status Report on Final Project (Group) Wednesday, 11/01/17</td>
</tr>
<tr>
<td></td>
<td>Read Checklist to Assess Financial Activities in NPOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Identifying and Managing Issues in an Organization</td>
<td>Read Bryson Chapter 6</td>
<td>Assignment - Litmus Test (Group) Wednesday, 11/08/17</td>
</tr>
<tr>
<td></td>
<td>Review Litmus Test</td>
<td>Bryant Pages 210 &amp; 211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch Ted Talk “Own Your Body’s Data”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic, Overview &amp; Guiding Questions</td>
<td>Content (Readings, lectures, etc.)</td>
<td>Assessments (Assignments, discussions, quizzes, tests, projects) All assignments are due at 11:59 pm</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Personal Marketing Communications</td>
<td>Read Kotler Chapter 14</td>
<td>Assignment – Personal Marketing Communications (Individual)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Ted Talk - “How to Get a New Hip”</td>
<td>Wednesday, 11/15/17</td>
</tr>
<tr>
<td>13</td>
<td>Transforming Customer Behaviors Through Marketing</td>
<td>Read Kotler Chapter 6</td>
<td>Submit a draft of final project (Group)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read <em>Transforming Behaviors through Marketing</em></td>
<td>Wednesday, 11/22/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review examples of Customer Buying Behaviors</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Access to Health Care</td>
<td>Read Kotler Chapter 4</td>
<td>Presentation to NPO 11/29/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss Final Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Lessons Learned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course Evaluation</td>
</tr>
<tr>
<td>15</td>
<td>Review</td>
<td>(short week, reading day, finals begin)</td>
<td>No Class 12/07/17</td>
</tr>
<tr>
<td>16</td>
<td>Submit Final Project (Group)</td>
<td></td>
<td>Submit Final Project (Group) Wednesday, 12/12/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Outline of Strategic Plan OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Outline of Marketing Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Other</td>
</tr>
</tbody>
</table>

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)

**Peer Reviewed Group Work (10%):** Each week will include a small-group/team assignment. Each student will be graded on his or her group participation by their teammates. Team members will anonymously evaluate each other’s contributions to team functioning at the end of the semester using a standard form to make written comments and award a numerical grade. There will be a practice review mid-semester that will not affect peer review grades, but will give students some feedback on their team performance. Students grade each other based on four criteria – preparation, contribution, respect for others’ ideas, and flexibility.

- Preparation - Where teammate arrive in class prepared?
- Contribution - Did teammate contribute productively to group discussion and work?
• Respect for others’ ideas - Did team mate encourage others to contribute to their ideas?
• Flexibility – Was teammate flexible when disagreements occurred?

D2L Online Discussion Board (5%): The D2L online discussion board instructions and rubric are contained in Appendix B.

Marketing Plan Presentation (10%): Student teams will be assigned to develop a marketing plan for a health care service or for a social marketing campaign. During the final class each team will provide a 15 minute presentation of its marketing plan.

Strategic Plan Analysis and Suggestions for Improvement Presentation (10%): Students teams will interview a person responsible for strategic planning in an organization and review and analyze the organization’s strategic plan, as well as the process used to develop it. During the final class each team will provide a 15 minute presentation of its strategic plan analyses.

Marketing Plan Paper (20%): As a final class project, each graduate student will be required to write a 20-page paper describing his or her team’s marketing plan and the process used to complete it. Papers will be submitted on or before the last day of class.

Strategic Plan Analysis Paper (20%): As a final class project, each graduate student will be required to write a 20-page paper describing his or her team’s strategic plan and the process used to complete it. Papers will be submitted on or before the last day of class.

The grading scale for all students (graduate and undergraduate) will be as follows:

A=90-100% of total points
B=80-89% of total points
C=70-79% of total points
D =60-69% of total points
E= <60% of total points

Class Attendance/Participation: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be honored.)
**Required Statements:**

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2012-13/policies/disability.htm](http://catalog.arizona.edu/2012-13/policies/disability.htm)

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas)
The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines)

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://web.arizona.edu/~policy/distuptive.pdf](http://web.arizona.edu/~policy/distuptive.pdf) and the Policy on Threatening Behavior by Students found at [http://web.arizona.edu/~policy/threatening.pdf](http://web.arizona.edu/~policy/threatening.pdf)

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student’s graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy)

**Grade Appeal Policy:** [http://catalog.arizona.edu/2012-13/policies/gradappeal.htm](http://catalog.arizona.edu/2012-13/policies/gradappeal.htm)

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**Telephone and Computer Use:** Laptops are allowed and use is governed by the following University policy Policy Title: Acceptable Use of Computers and Networks at the University of Arizona. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.
**Plagiarism**: What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
Attachment A
MPH and Interprofessional Competencies

MPH Competencies Covered:

Analytical Skills
- Defines a problem
- Determines appropriate uses and limitations of data
- Evaluates the integrity and comparability of data and identifies gaps in data sources
- Makes relevant inferences from data

Communication Skills
- Communicates effectively both in writing and orally (unless a handicap precludes one of these forms of communication)
- Soliciting input from individuals and organizations
- Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems
- Demonstrating cultural competency in all of the above and community development

Policy Development/Program Planning Skills
- Assess and interpret information to develop relevant policy options
- Translates policy into organizational plans, structures, and programs

Cultural Skills
- Interacting competently, respectfully, and professionally with persons from diverse backgrounds

Financial Planning and Management Skills
- Developing strategies for determining priorities
- Applying basic human relations skills to the management of organizations and the resolution of conflicts
- Managing personnel
- Understanding the theory of organizational structure and its relation to professional practice

Public Health Policy and Management Competencies Covered:
- Apply principles of strategic planning and marketing to public health.
- Apply "systems thinking" for resolving organizational problems.
• Communicate health policy and management issues using appropriate channels and technologies.
• Demonstrate leadership skills for building partnerships.

**Interprofessional Competencies Covered:**

**Communication Competencies:**
• Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
• Listen actively, and encourage ideas and opinions of other team members.
• Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
• Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
• Recognize how one’s own uniqueness, including experience level, expertise, culture, power, and hierarchy within the health care team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

**Roles/Responsibilities Competencies:**
• Engage in continuous professional and interprofessional development to enhance team performance.

**Team and Teamwork Competencies:**
• Describe the process of team development and the roles and practices of effective teams.
• Apply leadership practices that support collaborative practice and team effectiveness.
• Reflect on individual and team performance for individual, as well as team, performance improvement.
• Use available evidence to inform effective teamwork and team-based practices.
• Perform effectively on teams and in different team roles in a variety of settings.
Attachment B
D2L Discussion Board Instructions and Grading Rubric

In this course, students are expected to participate and interact with their classmates both in-class and online. A portion (15%) of the final grade will be based on participation in weekly, online, D2L discussions. In addition to students’ own original responses, everyone is required to comment on the postings of at least two classmates’ postings each week. Postings may be brief, but need to substantively contribute to the topic under discussion and reflect the quality of discourse characteristic of a professional level seminar. All of postings should be well-informed, respectful, and original.

Comments should be responsive to the questions posed and demonstrate that students have read, understand, and can meaningfully apply and extrapolate from the information they have gained. Students are encouraged to introduce relevant readings that were not assigned and to share relevant knowledge and experience. Comments or replies to other postings (e.g., "I really liked chapter 4" or "I agree with what Dana wrote") are not sufficient and will receive a zero grade. Similarly, poor grammar, lack of etiquette, insensitivity, rudeness, etc., will adversely affect the student’s grade.

- A **substantive** posting requires that students have: (1) completed all readings and viewed all media; (2) conducted any necessary independent research; (3) carefully reviewed and considered the discussion question(s) before posting their own comments; and (4) carefully read other students’ postings before commenting on them.

- A **knowledgeable** posting responds to the question(s) asked, demonstrates understanding of the questions(s), materials, and (when commenting) other responses; discusses relevant issues; and introduces cited information from additional credible sources where required or appropriate. Use peer-reviewed journals; books; national newspapers or magazines; national, state or local public health agencies; national non-governmental public health agencies and foundations; etc.

- **Wikipedia** and similar sources will not be counted as references

- **Respectful** means respect human diversity and behave in a tolerant manner toward fellow students including but not limited to avoiding rude, condescending, disparaging, or obscene communication written, verbal or non-verbal.

- **Original** means that states are: (1) expressing their own ideas in their own words, (2) appropriately crediting original sources when they are not, and (3) adhering to the University Code of Academic Integrity.

The following rubric will be used for grading:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4 pts)</th>
<th>Good (3 pts)</th>
<th>Fair (2 pts)</th>
<th>Poor (1 pts)</th>
<th>None (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Ideas/Organization

c. Writing

TOTAL (a+b+c / 12)

- **Content** – Content demonstrates understanding of materials and responds to question(s) asked
- **Ideas/Organization** – Thoughts, ideas and recommendations are clear, interesting, persuasive, and – wherever possible – based on available scientific evidence. Content is organized in a manner that allows reader to easily follow and understand
- **Writing** – Adheres to writing conventions (i.e., spelling, punctuation, capitalization, grammar, and paragraphing)