



Faculty Handbook: IPE Health Promotion Course

A 5-week online course

Table of Contents

[Course Description & Objectives](#)

[Course Outline](#)

[Assignment Descriptions](#)

[Assignment Due Dates](#)

[Faculty Team Lead Responsibilities](#)

[Faculty Guides on Grading Assignments:](#)

- I. [Faculty Guide for Discussions](#)
- II. [Faculty Guide for Self-Reflections](#)
- III. [Faculty Guide for Mini-Poster](#)

[Faculty Feedback Samples](#)

[Navigating Canvas](#)

- I. [Using SpeedGrader](#)
- II. [Changing Course Notification Settings](#)

Resource Contact: Please address any questions you have about Course Implementation to renewu@ucf.edu

[Back to Table of content](#)

1





Disclaimer: This project was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number 6 U3NHP45418 of the Health and Public Safety Workforce Resiliency Training Program for \$1,496,128. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Creative Commons logo, CC BY NC SA - This course is published under the Creative Commons Attribution Noncommercial Sharealike 4.0 International. All materials, resources, content, downloadable files, and presentation slides (collectively “Resources”) provided in this course are copyrighted by University of Central Florida (“UCF”) and are made available as a service to the health care professions educators, practitioners and organizations. Users are welcome to access and utilize the Resources provided in the course and may edit Resources to align with the setting, context and purpose of their use. In using or adapting the Resources, you agree to acknowledge the source of the Resources and any content you utilize from the Resources, in any publications, presentations, work-based training, or employee wellness programs by including: 1) the statement “Provided by RenewU” and 2) the RenewU logo when present.



[Back to Table of content](#)

2





Course Description

The Interprofessional Education Health Promotion Course introduces students to ten evidence-based interventions to mitigate burnout, anxiety and depression among health professionals. By the end of the course, students will be equipped to identify distress in themselves and others and to recommend interventions that are rooted in evidence for their own health promotion and the health promotion of their colleagues.

Course Objectives

Phase 1:

- Identify signs of distress (burnout, anxiety, and depression) in self and others
- Recognize factors leading to distress
- Compare and contrast sources of stress within distinct health professions
- Implement an evidence-based intervention into your weekly routine

Phase 2:

- Explore evidence-based interventions for mitigating distress
- Select an intervention that could be beneficial to a healthcare professional and/or team
- Discuss how different health professionals contribute to mitigating distress on the healthcare team and within the healthcare environment
- Implement a second evidence-based intervention into your weekly routine
- Reflect on implementation and experience with the evidence-based intervention you selected in Phase 1

Phase 3:

- Evaluate a video case-based scenario of a healthcare team in distress
- Discriminate distress warning signs
- Discuss and recommend applications for the evidence-based interventions on the healthcare team in the provided scenario
- Reflect on implementation and experience with the evidence-based intervention you selected in Phase 2

Phase 4:

- Collaborate with health profession team to create a mini-poster promoting the use of an intervention
- Review a mini-poster promoting another intervention than the one your team focused on

[Back to Table of content](#)





Course Outline

Assignments are numbered

Student assignments are bolded

Faculty grading responsibilities are highlighted (yellow)

Week	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	Course opens						
2				1. Discussion: Introductions/ Common stressors [Original Post] 2. Intervention Selection			1. Discussion: Introductions/ Common stressors [Suggested: Faculty Discussion Post to each of their groups] 2. Intervention Selection [Automatic: Grades Posted]
3	1. Discussion: Introductions/ Common stressors [Response Post]			3. Discussion: Intervention Evidence [Original Post] 1. Discussion: Introductions/ Common stressors [Admin Team: Grades Posted] 4. Intervention Selection			3. Discussion: Intervention Evidence [Faculty Feedback] 4. Intervention Selection [Grades Posted]
4	3. Discussion: Intervention Evidence [Response Post]			6. Discussion: Application / Case-based Scenario [Original Post]			5. Intervention Reflection [Required: Faculty Feedback & Grades]

[Back to Table of content](#)

4





	5. Intervention Reflection			3. Discussion: Intervention Evidence [Admin Team: Grades Posted]			6. Discussion: Application / Case-based Scenario [Faculty Feedback]
5	7. Intervention Reflection			8. Group Assignment: Mini-Poster 6. Discussion: Application / Case-based Scenario [Admin Team: Grades Posted]			7. Intervention Reflection [Faculty Feedback & Grades]
6	9. Discussion: Mini-Poster Session [Response Post]			9. Discussion: Mini-Poster Session [Admin Team: Grades Posted]			8. Group Assignment: Mini-Poster [Faculty Feedback & Grades]

Table 1. Faculty grading responsibilities.

[Back to Table of content](#)





Assignment Descriptions

Introductions / Common stressors Discussion [Discussion, 2 posts – original & response] - In this discussion students will introduce themselves and discuss stressors common to their health profession, as well as tools they use to mitigate stress.

Intervention Selection [Quiz] - Students select the intervention they would like to review and practice for the week.

Intervention Evidence Discussion [Discussion, 2 posts – original & response] - Students will discuss the intervention they selected for their curious intervention and the strongest evidence they found from the module. In response other students will evaluate evidence shared from a peer.

Intervention Reflection [Individual Assignment] - Students submit 5-6 sentences in paragraph format reflecting on their experience with the intervention they practiced.

Intervention Application / Case-based Scenario Discussion [Discussion, 1 post – original] - Students will watch a video of a distressed nurse and discuss how the team could have intervened and which of the interventions they reviewed, they believe would be the most effective for the distressed nurse.

Mini-poster / Infographic [Group Assignment] - Groups are tasked with creating a mini-poster promoting one of the interventions to health professionals. Completed posters will be shared in a mini-poster session.

Mini-poster Session [Discussion, 1 post – response] - Students will post a response post to another group's poster, on an intervention other than the one their group focused on. Student post will comment on how well the poster marketed the intervention to health professionals.

[Back to Table of content](#)





Assignment Due Dates

Highlighted sections indicate where a date should be placed with a recommended due date from the course's start. Example: 2nd Wednesday indicates that we recommend the assignment to be due the 2nd Wednesday of the course.

*Indicates if a task can be completed by an administrative team if available.

Name	Type	Individual/Group	Due Dates	Feedback Date
Introductions / Common stressors	Group Discussion	Individual	Wednesday, [2 nd Wed.] Sunday, [2 nd Sun.]	Saturday, [2 nd Sat.] One post to group [Suggested]; *Wednesday, [3 rd Wed.] grades posted
Intervention selection (Phase 1)	Survey	Individual	Wednesday, [2 nd Wed.]	Grades automatic upon submission
Intervention evidence	Group Discussion	Individual	Wednesday, [3 rd Wed.] Sunday, [3 rd Sun.]	Saturday, [3 rd Sat.] One post to group [Suggested]; *Wednesday, [4 th Wed.] grades posted
Intervention selection (Phase 2)	Survey	Individual	Wednesday, [3 rd Wed.]	Grades automatic upon submission
Intervention reflection of Phase 1 selection	Reflection	Individual	Sunday, [3 rd Sun.]	Saturday, [4 th Sat.] Individual feedback to assigned students
Intervention application / case-based scenario	Group Discussion	Individual	Wednesday, [4 th Wed.]	Saturday, [4 th Sat.] One post to group [Suggested] *Wednesday, [5 th Wed.] grades posted
Intervention reflection of Phase 2 selection	Reflection	Individual	Sunday, [4 th Sun.]	Saturday, [5 th Sat.] Individual feedback to assigned students
Mini-poster/infographic	Assignment	Group	Wednesday, [5 th Wed.]	Saturday, [6 th Sat.] One post to group
Mini-Poster Session	Whole Class Discussion	Individual	Sunday, [5 th Sun.]	No feedback, check for completion *Wednesday, [6 th Wed.] grades posted

Table 2. Assignments with sample due dates and faculty/administrative feedback dates.

[Back to Table of content](#)





Faculty Team Roles

We recommend dividing up the work on Faculty teams by function/assignment, that way you can build a rapport with students and become familiar with the associated responsibilities.

Discussion Board Faculty

Faculty in this role will make one summative comment on group discussions [optional] and input grades for individual students assigned to the faculty team [required]. Below is an overview of when you would have to provide feedback and grades, required tasks are in bold. *If an administrative team is available, it is recommended that they use the Administrative Handbook, and they grade student discussions to alleviate the faculty load.

Name	Type	Individual/ Group	Due Dates	Feedback Date
Introductions / Common stressors	Group Discussion	Individual	Wednesday, [2 nd Wed.] Sunday, [2 nd Sun.]	Saturday, [2 nd Sat.] One post to group [Suggested]; *Wednesday, [3 rd Wed.] grades posted
Intervention evidence	Group Discussion	Individual	Wednesday, [3 rd Wed.] Sunday, [3 rd Sun.]	Saturday, [3 rd Sat.] One post to group [Suggested]; *Wednesday, [4 th Wed.] grades posted
Intervention application / case-based scenario	Group Discussion	Individual	Wednesday, [4 th Wed.]	Saturday, [4 th Sat.] One post to group [Suggested] *Wednesday, [5 th Wed.] grades posted
Mini-Poster Session	Whole Class Discussion	Individual	Sunday, [5 th Sun.]	No feedback, check for completion *Wednesday, [6 th Wed.] grades posted

Table 3. Discussions with due dates and faculty/administrative feedback dates.

[Back to Table of content](#)





Intervention Reflection Faculty

Faculty in this role will provide individual feedback to student reflections, encouraging them in their practice and experience with the intervention. Feedback samples are provided for faculty to adapt and utilize, however this can still be a time-consuming role. We recommend multiple faculty within a group take on this role. Below is an overview of when you would have to provide feedback and grades.

Name	Type	Individual/ Group	Due Dates	Feedback Date
Intervention selection (Phase 1)	Survey	Individual	Wednesday, [2 nd Wed.]	Grades automatic upon submission
Intervention selection (Phase 2)	Survey	Individual	Wednesday, [3 rd Wed.]	Grades automatic upon submission

Table 4. Intervention Reflections with due dates and faculty/administrative feedback dates.

Poster Faculty

Faculty in this role will provide group feedback on group posters featuring an intervention. Feedback is primarily evaluating how well they met the criteria. Grades are provided as complete/incomplete. Below is an overview of when you would have to provide feedback and grades.

Name	Type	Individual/ Group	Due Dates	Feedback Date
Mini-poster/infographic	Assignment	Group	Wednesday, [5 th Wed.]	Saturday, [6 th Sat.] One post to group

Table 5. Poster with due dates and faculty/administrative feedback dates.

[Back to Table of content](#)





Faculty Guides on Grading Assignments:

I. Faculty Guide for Group Discussions

Name	Type	Individual/ Group	Student Due Dates	Faculty Feedback Date
Introductions / Common stressors	Group Discussion	Individual	Wednesday, [2 nd Wed.] Sunday, [2 nd Sun.]	Saturday, [2 nd Sat.] One post to group [Suggested]; *Wednesday, [3 rd Wed.] grades posted
Intervention evidence	Group Discussion	Individual	Wednesday, [3 rd Wed.] Sunday, [3 rd Sun.]	Saturday, [3 rd Sat.] One post to group [Suggested]; *Wednesday, [4 th Wed.] grades posted
Intervention application / case-based scenario	Group Discussion	Individual	Wednesday, [4 th Wed.]	Saturday, [4 th Sat.] One post to group [Suggested] *Wednesday, [5 th Wed.] grades posted
Mini-Poster Session	Whole Class Discussion	Individual	Sunday, [5 th Sun.]	No feedback, check for completion *Wednesday, [6 th Wed.] grades posted

Table 3. Discussions with due dates and faculty/administrative feedback dates.

Optional: For discussions you will be providing one summative comment directed toward all of the posts and then individual grades to students for participation.

Faculty Comment to a Group Discussion

Guidance for “Compare and Contrast Distress in Healthcare Professions” discussion:

- If you haven’t introduced yourself already, introduce yourself and maybe even the faculty team that will be interacting with the group throughout the course.
- Acknowledge the common distressors and strategies for mitigating distress that they identified.
- Share either a point of personal insight or encouragement to use this course to build their toolkit for mitigating distress in the healthcare environment.

Guidance for “Evidence” discussion:

- Discuss how the students have critically evaluated the studies supporting the interventions. Are they looking at all the data points you would consider? Are there other points of data they should consider?
- How can they critically appraise the evidence for these interventions and how might it be relevant to appraising evidence for a new treatment intervention for their patients?

[Back to Table of content](#)



**Guidance for “Case study” discussion:**

- Acknowledge where the students identified the healthcare team could intervene and support their colleague. Identify any additional opportunities they may have overlooked.
- Recognize where the group made appropriate intervention recommendations and recommend anything that could make the recommendation more practical. Help the students make the connection to what using these interventions might look like on a healthcare team.

I. Grading Post(s)

Individual grades are provided to students based on the content/substance and length of their submission, i.e. did it meet the criteria for the discussion.

There are two types of discussions 1) Two-post discussions (i.e. original and response) worth 15 points and 2) One-post discussion worth 10 points The discussion rubric is provided below for both discussion types with partial grade breakdowns, please use it to enter the appropriate grade and comments if desired.

1. Two-post Discussion Rubric:

Discussion Rubric, for Original and Response Post					
Criteria	Ratings				Pts
Original Post Follows instructions in content/substance and length.	10 pts Full Marks Fully followed the prompt.	8 pts Partial Marks Followed the prompt in part, lacking either content/substance or length.	5 pts Partial marks Followed the prompt in part, however lacking in content/substance and length.	0 pts No Marks Did not post or did not follow prompt.	10 pts
Response Post Follows instructions in content/substance and length.	5 pts Full Marks Fully followed the prompt.	4 pts Partial Marks Followed the prompt in part, lacking either content/substance or length.	2.5 pts Partial marks Followed the prompt in part, however lacking in content/substance and length.	0 pts No Marks Did not post or did not follow prompt.	5 pts
Total Points: 15					

Figure 1. Screenshot of two-post discussion rubric.

1.1. Two-post Discussion Criteria

This is the rubric used for the Compare and Contrast Distress in Health Professions Discussion and the Evidence Discussion (Figure 1).

The criteria for both discussions are provided below so you can check for completeness.

1.1.1. Compare and Contrast Distress in Health Professions Discussion

Original Post: After reviewing the [distress module](#)[Links to an external site.](#), address the following in two paragraphs, 4-6 sentences each:

[Back to Table of content](#)



Part 1) Post an introduction about yourself that includes your health profession and something you currently do to mitigate distress in your life.

Part 2) Include in your response what kind(s) of distress you believe are most prevalent in your profession and one environmental or job condition that contributes to that distress.

Response Post: Respond in 4-6 sentences, to 1 group member post from a different discipline than your own, discuss where there may be similarities, differences, and/or a discovery you made reading their post.

*Your response for either part can be creative and include pictures in addition to text.

1.1.2. Evidence Discussion

Original Post: After reviewing the [module](#) you selected last week in Phase 1, title your discussion post by your intervention. Address the following in two paragraphs, 4-6 sentences each.

- a. In your post, share one piece of evidence (include citation) from your selected intervention that you found most convincing for the intervention's effectiveness at mitigating distress.
- b. Using the module and evidence as reference, discuss the healthcare context you believe your intervention would be most useful in.

Response Post: Select a post from a different intervention than the one you wrote about. In one paragraph, 4-6 sentences, comment on the merit of the evidence (not the post) provided in that post. Is the provided evidence convincing - in terms of the usefulness of the intervention? What more would you need to know to have more trust in the evidence and the usefulness of the intervention?

1.2. Sample Point Breakdown

Original Post:

10 points – “Thank you for your thoughtful contributions to the discussion.”

8 points – Partial post in length (less than 2 paragraphs, 4-6 sentences each) or content/substance (didn't discuss distress for themselves or their profession and how to mitigate it, lacking a citation or connection between citation/evidence and intervention). “Thank you for your contribution to the discussion. Some points were deducted because





your post did not address the full discussion criteria [length or content/substance].”

5 points – Partial post in length (detailed above) and content/substance (detailed above). “Thank you for your contribution to the discussion. Some points were deducted because your post did not address the full discussion criteria in length and content/substance.”

0 points – Post not made by deadline. “Please make note of the discussion deadline, your contribution is important to the class.”

Response Post:

10 points – “Thank you for your thoughtful contributions to the discussion.”

8 points – Partial post in length (less than 4-6 sentences) or content/substance (didn’t respond to a different profession or lacked engagement with the original author’s content, didn’t reference the original author’s citation/evidence in their response or state their opinion on the strength of evidence). “Thank you for your contribution to the discussion. Some points were deducted because your post did not address the full discussion criteria [length or content/substance].”

5 points – Partial post in length (detailed above) and content/substance (detailed above). “Thank you for your contribution to the discussion. Some points were deducted because your post did not address the full discussion criteria in length and content/substance.”

0 points – Post not made by deadline. “Please make note of the discussion deadline, your contribution is important to the class.”

2. One-Post Discussion Rubric:

Student Discussion Rubric, for Original Post					
Criteria	Ratings				Pts
Original post Follows instructions in content/substance and length.	10 pts Full Marks Fully followed the prompt.	8 pts Partial Marks Followed the prompt in part, lacking either substance or length.	5 pts Partial Marks Followed the prompt in part, however lacking substance and length.	0 pts No Marks Did not post or did not follow prompt.	10 pts
Total Points: 10					

Figure 2. One-post discussion rubric.

[Back to Table of content](#)



2.1. One-post Discussion Criteria

This is the rubric used for the Case Study Discussion and the Mini-Poster Session (Figure 2).

The criteria for both discussions are provided below so you can check for completeness.

2.1.1. Case Study Discussion Criteria

Address the following questions in two paragraphs, 4-6 sentences each.

1st paragraph

- What signs and/or symptoms of distress did you witness in the video?
- Where was one opportunity for the team members of the healthcare team to intervene or mitigate the distress?

2nd paragraph

- Among the [interventions](#) you have reviewed, which one would you recommend to nurse Kay in this case study? In one sentence explain why you made your recommendation.
- What distress signs or symptoms does this intervention address or mitigate?
- How could your recommended intervention be applied in this scenario?

2.1.2. Mini-Poster Session Criteria

Comment on one poster featuring an intervention other than the one your group featured. In 4 - 6 sentences, address the following in your post:

- What did you find really convincing from their poster?
- Was there anything about the poster presentation that made you more interested in using this intervention yourself?
- Were you already using this intervention? If so, is there anything in the poster that makes you more likely to use it more? If not, is there anything in the poster that perhaps increased your motivation to apply this intervention as needed in your own life?

2.1.3. Sample point breakdown

10 points – “Thank you for your thoughtful contributions to the discussion.”

8 points – Partial post in length (less than 2 paragraphs for Case study discussion or less than 4 sentences for Mini-Poster session) or content/substance (didn’t really discuss the intervention in detail or refer to the case or poster). “Thank you for your contribution to the discussion. Some points were deducted because your post did not address the full discussion criteria [length or content/substance].”

5 points – Partial post in length (less than 2 paragraphs for Case study discussion or less than 4 sentences for Mini-Poster session) and content/substance (didn’t really discuss the intervention in detail or refer to the reviewed case/poster). “Thank you for your contribution to the discussion. Some points were deducted

[Back to Table of content](#)





because your post did not address the full discussion criteria in length and content/substance.”

0 points – Post not made by deadline. “Please make note of the discussion deadline, your contribution is important to the class.

II. Posting Grades for Discussions

Have a roster available of the students you will be providing grades for. If your faculty team is dividing students by profession, there is a filter feature you can use in addition to student names to locate students for grading.

Navigate to Student Discussion Grades

1. Click on the three dots in the right-hand corner of the discussion and navigate to SpeedGrader in the drop-down menu (Figure 3).

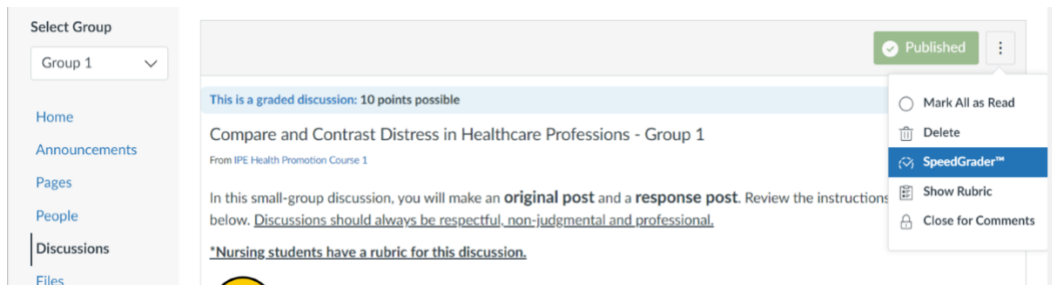


Figure 3. Screenshot of “SpeedGrader” selection menu.

2. Click on the down arrow next to the student’s name to scroll to other students (Students are listed in alphabetical order by last name) (Figure 4). If you are grading by profession, follow the instructions below.

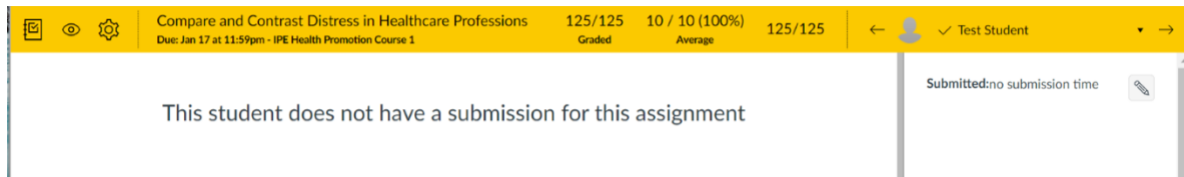


Figure 4. Screenshot of “SpeedGrader”.

Filtering for a Specific Profession (“Sections”) (Figure 5).

- 2a. In this example I filter for nursing students. (Notice the number of students currently listed is 336.)
 - a. Cursor your mouse over the downward facing arrow next to a student’s name (in this example “Test Student”).
 - b. Then cursor over to the side arrow next to “Showing: All Sections”. A drop-down list will appear where you can select the student section you will be grading.

[Back to Table of content](#)



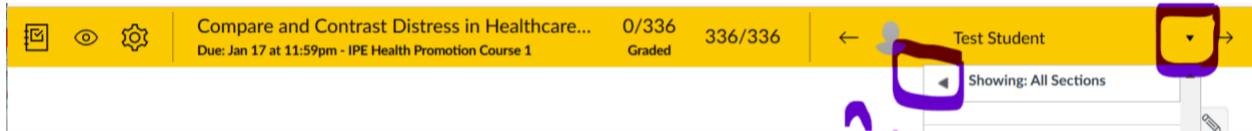


Figure 5. Screenshot of section selection tool.

2b. Check to make sure it filtered correctly by looking at the number of students listed. In this example there are only 34 students showing now (Figure 6).



Figure 6. Screenshot of total number of students in a selected section.

3. Provide the appropriate points and comments to the student. If the student has submitted the assignment their discussion original and response posts will be visible on this page.
 - a. Input points for discussion and comments
 - b. Click submit.
 - c. A checkmark will appear next to the student's name once they have been graded.
 - d. Click the side arrow or use the downward arrow to navigate to and grade another student.

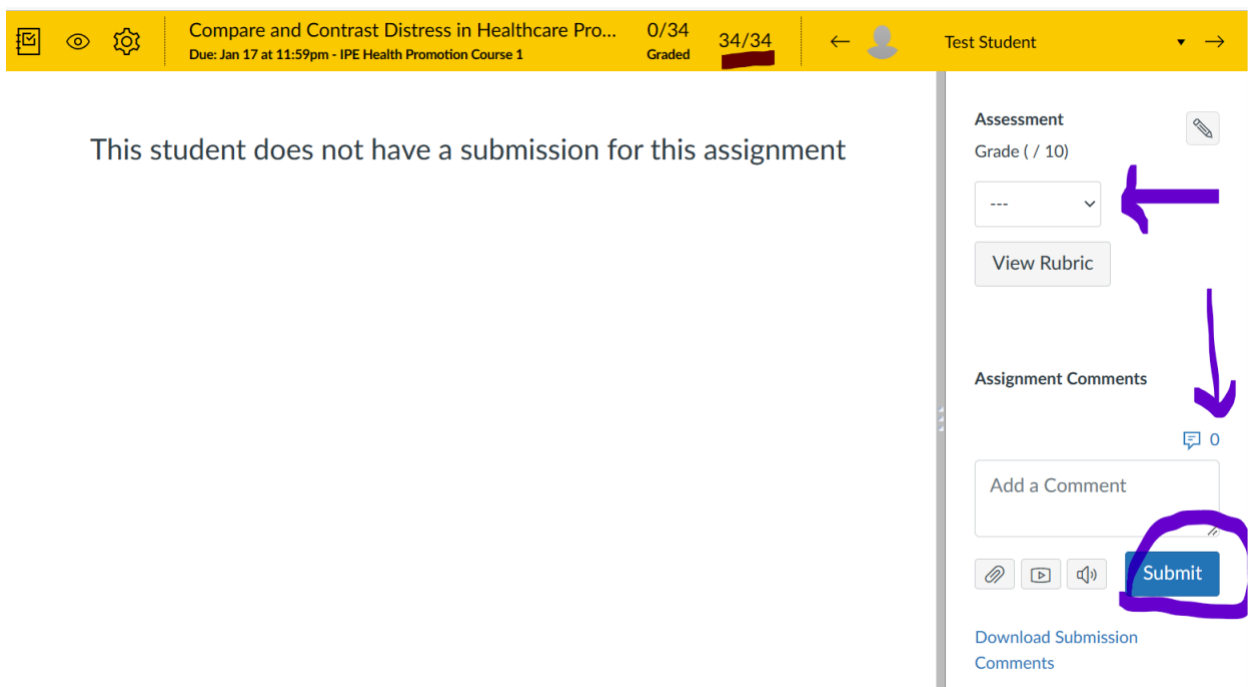


Figure 7. Screenshot of student feedback section in SpeedGrader.

[Back to Table of content](#)





II. Faculty Guide for Self-Reflections

Name	Type	Individual/ Group	Student Due Dates	Faculty Feedback Date
Intervention reflection of Phase 1 selection	Reflection	Individual	Sunday, [3 rd Sun.]	Saturday, [4 th Sat.] Individual feedback to assigned students
Intervention reflection of Phase 2 selection	Reflection	Individual	Sunday, [4 th Sun.]	Saturday, [5 th Sat.] Individual feedback to assigned students

Instructions: For self-reflections you will be providing feedback and awarding points based on complete/incomplete to individual students.

General Feedback Guidance:

- Provide encouragement to the student for their effort, highlight their successes
- Recognize challenges and provide recommendations to overcome challenges and persist
- Share personal experience/strategies where relevant

Additional Feedback Samples by Intervention are Provided in the Faculty Handbook, under “[Faculty Feedback Samples](#)”

General Feedback Samples for Intervention Self-Reflection:

Students who struggled: Recognize difficulties encourage them to find solutions, persist or explore alternative interventions.

Example: Change and implementing a new practice into your existing schedule can be difficult. If this intervention continues to interest you, I encourage you to consider where your schedule may have the most flexibility, remember that this intervention can be practiced in as little as 10 minutes.

Students who found success: Encourage them to continue implementing the intervention beyond the course.

Example: I’m glad you were able to implement the intervention and found it to be effective in reducing stress and promoting your wellness. I encourage you beyond this course to continue to set aside time for your health promotion, whether it is this intervention or something else, without these kinds of interventions we are more vulnerable to burnout and other side-effects of stress.

Student who was ambivalent: Help challenge their ambivalence and where there might be useful practices in this strategy or at least with another strategy

Example: Some strategies will serve us better during different seasons of life. What about this season or strategy do you feel misaligned to mitigating your distress? Do you think you could have done anything

[Back to Table of content](#)





differently to have a different result? Even though you might not have had the result you desired, it is important to test and identify the stress mitigating techniques that will work best for you. I hope through the rest of this course you can identify some techniques that will support your health promotion.

Students who was skeptical: Recognize difficulties encourage them to find solutions, persist or explore alternative interventions. Challenge generalizations or assumptions they may have made.

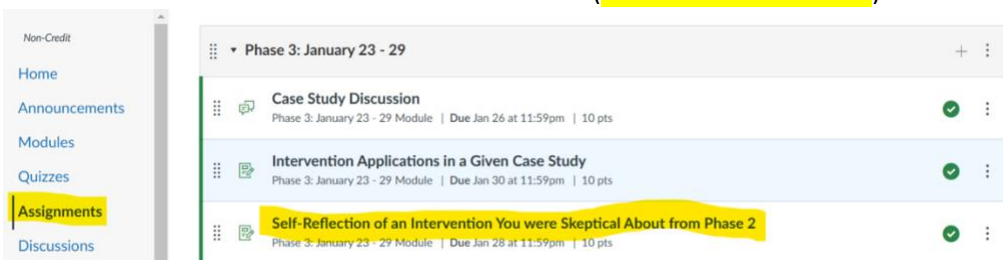
Example: I'm glad you were willing to explore an intervention you were skeptical about. Not all interventions may fit our season in life or current needs but it is still important to explore potential interventions for distress so we can offer it up to our colleagues or patients that may benefit from them. Aside from the evidence, having a personal experience or connection with the intervention can help us better recognize the type of individual that could benefit the most from the intervention. Based on your experience who do you think this intervention could be most beneficial for?

Example: Familiarizing yourself with interventions, even ones that we may be skeptical about, help us to better understand the intervention and offer advice to someone that might be interested in exploring it in the future. While the practice for this intervention gave you a taste of it, how might your experience or the results been different if you practiced this intervention on a regular basis? Some interventions take time, such as Omega-3 or psychological detachment to have a noticeable effect on wellbeing or for it to come more naturally.

Navigating to Self-Reflections:

This feedback is directed to individual students so grading in SpeedGrader will be the most efficient way to do so.

1. Click on “Assignments” in the menu and navigate to the assignment:
 - a. “Self-Reflection of an Intervention from Phase 1” (Located under Phase 2), or
 - b. “Self-Reflection of an Intervention from Phase 2” (Located under Phase 3)



2. Select SpeedGrader
 - a. SpeedGrader is found either under the three-dot upper righthand menu, on the right-hand side of the webpage or at the bottom of the webpage.

[Back to Table of content](#)



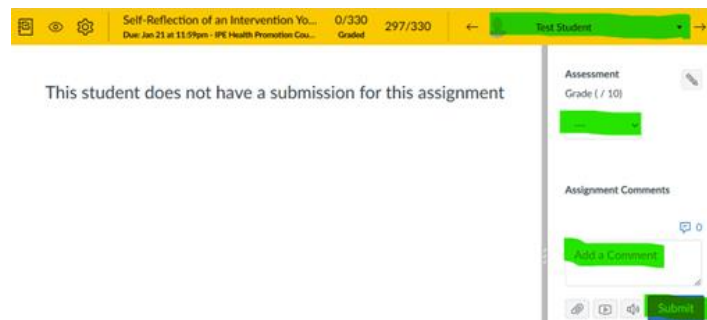


Related Items

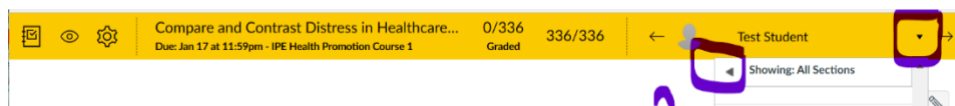
[Download Submissions](#)

0 out of 128 Submissions Graded

3. Have the roster of student names you are grading and navigate to their name by selecting the drop down arrow next to student names. (If you are grading assignments from a specific profession information on filtering is provided below.)
 - a. The student responses (if submitted) will appear on the left-hand side of the screen.
 - b. Award 10 points by selecting “complete” under “Grade (/10)”
 - c. Input your feedback into the “Add a Comment” box and push “Submit”
 - d. A checkmark will appear next to the student’s name once they have been graded.

Filtering for a specific profession in SpeedGrader:

1. **After navigating SpeedGrader, you can filter for a specific profession. (Notice the number of students currently listed is 336.)**
 - a. Cursor your mouse over the downward facing triangle arrow, next to a student’s name (in this example “Test Student”).
 - b. Then cursor over to the side arrow next to “Showing: All Sections”. A drop-down list will appear where you can select a specific profession.
 - c. Check that your filter was successful by ensuring the number of students listed is smaller than the total class size.
 - d. Finally, use the drop-down menu to locate the students you are evaluating.

[Back to Table of content](#)



III. Faculty Guide for Mini-Poster

Name	Type	Individual/ Group	Student Due Dates	Faculty Feedback Date
Mini-poster/infographic	Assignment	Group	Wednesday, [5 th Wed.]	Saturday, [6 th Sat.] One post to group
Mini-Poster Session	Whole Class Discussion	Individual	Sunday, [5 th Sun.]	No feedback, check for completion *Wednesday, [6 th Wed.] grades posted

Instructions: For the poster you will be evaluating the group mini-poster or infographic. Assignments can be viewed by group. For the discussion students were asked to review one poster from another group featuring a different intervention than the one they selected.

Feedback guidance for poster submissions:

- Groups should receive full credit for completion
- Groups were asked to market an intervention and provide 2 graphics, background and evidence for the intervention, and applications for the intervention. *If they are missing something you can provide that as feedback but still mark their assignment complete for full points.

Navigating to the Mini-Poster Submission:

This feedback is directed to groups listed in SpeedGrader.

1. Click on “Assignments” in the menu and scroll down to the “Collaborative Mini-Poster” assignment (found in the Phase 4 assignments list).

The screenshot shows the Canvas LMS interface. On the left is a sidebar menu with 'Assignments' highlighted. The main content area shows a list of assignments. Under the 'Phase 4: January 30 - February 12' section, the 'Collaborative Mini-Poster' assignment is highlighted. Other assignments listed include 'Self-reflection of an intervention you were skeptical about from Phase 4', 'Mini-Poster Session', and 'Post-Course Survey'. Each assignment entry shows its due date and point value.

[Back to Table of content](#)





2. Navigate to SpeedGrader

- If you want to read their poster requirements, you can read them on this page before navigating to SpeedGrader
- SpeedGrader is found either under the three-dot upper righthand menu, on the right-hand side of the webpage or at the bottom of the webpage.

3. Use the drop-down arrow in the right-hand corner to navigate to the group you are grading.

- The group response (if submitted) will appear on the left-hand side of the screen.
- Award 10 points by selecting “complete” under “Grade (/10)”.- Input your feedback into the “Add a Comment” box and push “Submit”

[Back to Table of content](#)





Grading the Mini-Poster Discussion:

This feedback is directed to individuals within the mini-poster session, which is structured as a whole class discussion.

Feedback guidance for mini-poster discussion:

- Feedback not required unless giving less than full credit (i.e. 10 points).
- General feedback for students receiving full credit could be something along these lines: “Thank you for your thoughtful and encouraging review of another group's mini-poster. We hope it gave you even more tips and tools for the featured intervention.”
- NOTE: there is only ONE response post required for this discussion.
- For the mini-poster review responses, students were directed to use the following questions to guide their review of the mini-posters. Feel free to refer to these in your comments.
 - What did you find really convincing from their poster?
 - Was there anything about the poster presentation that made you more interested in using this intervention yourself?
 - Were you already using this intervention? If so, is there anything in the poster that makes you more likely to use it more? If not, is there anything in the poster that perhaps increased your motivation to apply this intervention as needed in your own life?
- Discussion rubric:

Discussion Rubric, for One Response to a Poster				
Criteria	Ratings			Pts
Response post Follows instructions in content, substance and length.	10 pts Full Marks Fully followed the instructions.	5 pts Partial Marks Followed the instructions in part.	0 pts No Marks Did not post or did not follow instructions.	10 pts
Total Points: 10				

- *Reasons why a student might not receive full credit, they make a post, but it is off topic and/or lacking in substance and only include general statements rather than referring to the poster they are commenting on.

Navigating to the Mini-Poster Discussion:

The discussion is graded using the same process you have used to grade previous discussions; instructions are provided below if needed.

[Back to Table of content](#)

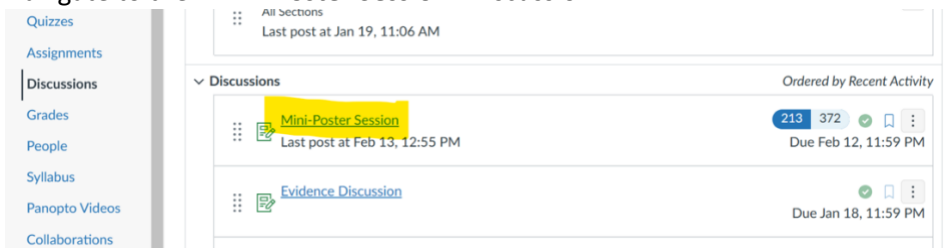




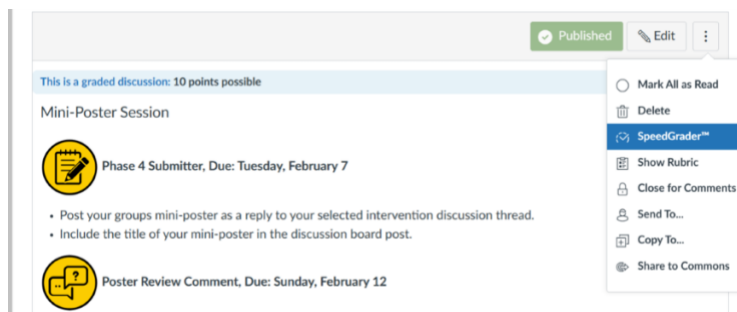
1. Click on **“Discussion”** in the menu



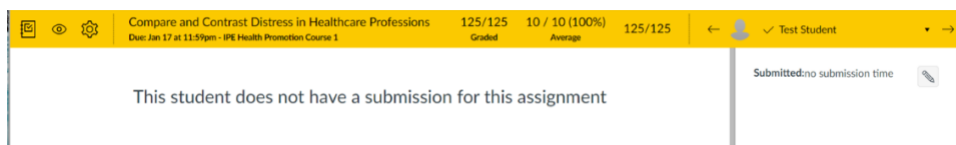
2. Navigate to the **“Mini-Poster Session”** Discussion



3. Select SpeedGrader.
 - a. SpeedGrader is found either under the three-dot upper righthand menu, on the right-hand side of the webpage or at the bottom of the webpage.



4. Click on the down arrow next to the student's name to scroll to other students (Students are listed in alphabetical order by last name). If you are grading by profession, follow the instructions below.



[Back to Table of content](#)

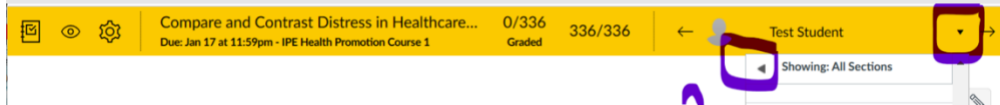




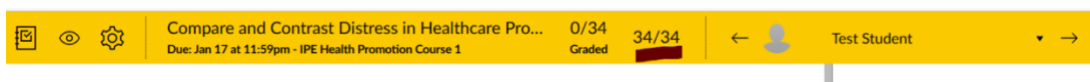
5. Filtering for a Specific Profession (“Sections”)

1a. In this example I filter for nursing students. (Notice the number of students currently listed is 336)

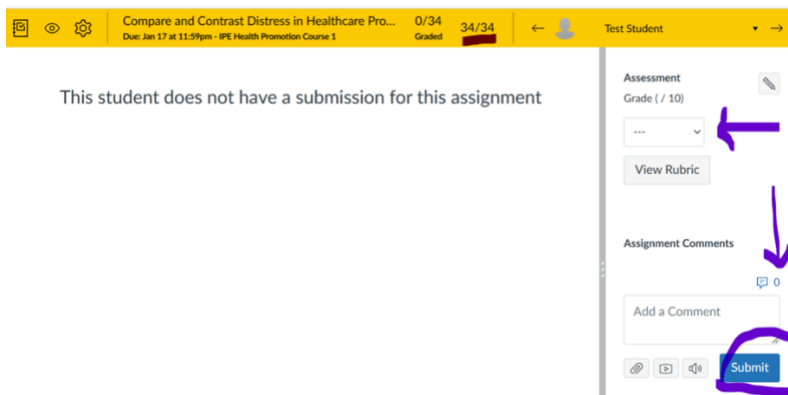
- Cursor your mouse over the downward facing arrow next to a student’s name (in this example “Test Student”).
- Then cursor over to the side arrow next to “Showing: All Sections”. A drop-down list will appear where you can select the student section you will be grading.



1b. Check to make sure it filtered correctly by looking at the number of students listed. In this example there are only 34 students showing now.



- Provide the appropriate points and comments to the student. If the student has submitted the assignment their discussion original and response posts will be visible on this page.
 - Input points for discussion and comments
 - Click submit.
 - A checkmark will appear next to the student’s name once they have been graded.
 - Click the side arrow or use the downward arrow to navigate to and grade another student.



[Back to Table of content](#)





Faculty Feedback Samples

Acceptance and Commitment Therapy:

- **Example 1:** Hello Student, I'm glad you were able to implement the ACT and found it to be effective in reducing stress and promoting your wellness. I encourage you beyond this course to continue to set aside time for your health promotion, whether it is this intervention or something else, without these kinds of interventions we are more vulnerable to burnout and other side effects of stress.
- **Example 2:** Hello Student, I am so glad you were willing to give ACT a try and It sounds like learning more about ACT helped you gain additional insight to consider. The ability to stop and think about a situation, differentiate and accept what you do or do not have control over and make decisions about how to react is an important skill for everyone, but will be especially useful for a physician.

Active Rest

- **Example 1:** Hello Student, I'm glad you were able to implement the active rest intervention and found it to be helpful. Meanwhile, changing and/or implementing a new practice into your existing schedule can be difficult. If this intervention continues to interest you and can offer some benefits to you, I encourage you to consider where your schedule may have the most flexibility to better fit it in.
- **Example 2:** Hello Student, I am so glad you were willing to try active rest, despite some initial skepticism. Sounds like you found that it had some benefit for you so I hope you'll continue to explore how it can be a useful strategy for you in the future.

Cognitive Behavior Therapy (Mindfulness):

- **Example 1:** Hello student, I'm glad you were able to implement the (name of the intervention) and found it to be effective in reducing stress and promoting your wellness. I hear your wondering if 10 minutes is sufficient, and I would encourage you to first aim for consistency rather than for time. If you can maintain 10 minutes consistently, try upping the frequency first (from 3x per week to 5x per week and then to 7) and then, once THAT is consistent, THEN consider adding more time to it. The hardest thing to do is maintain a new wellness practice, particularly when "no one is watching" (e.g., when this course is done), but it is crucial to continue to set aside time for your health promotion, whether it is this intervention or something else, for without these kinds of interventions, we are more vulnerable to burnout and other side-effects of stress.
- **Example 2:** Hi Student, I am glad you explored this intervention despite some initial skepticism. As the team worked to explore and identify these interventions, this was I was most skeptical about. As I learned more about it though, it makes sense from a wholistic perspective as it utilizes several mechanisms – 1) human touch, 2) the acupressure points (on what I suspect are associated with meridians that are the basis of acupuncture and Eastern medicine practices) and, 3) a form of mindfulness, regulating and controlling what you allow your mind to focus on.

[Back to Table of content](#)





I'm glad you found it useful and hope it continues to have positive results for you when you are able to use it.

Emotional Freedom Therapy

- **Example 1:** I'm glad you were able to try out EFT / tapping. I appreciate your transparency in sharing the thoughts that arose for you (re: 'am I doing this right?' and if perhaps the person trying to relax leads to the therapeutic effects). I can also understand how it may be difficult to implement an intervention during busy weeks, for sure. I encourage you to continue to set aside time for your health promotion (whether you continue to use this intervention or something else). Without these kinds of interventions, we can become more vulnerable to burnout and other side-effects of stress.
- **Example 2:** Hello Student, I appreciate your transparency and willingness to share regarding this intervention. Gaining additional knowledge / exposure to interventions such as EFT (if you decide to do more research / complete training outside of this course) can indeed be helpful. Even if EFT is not something that you plan to incorporate into your lifestyle, focusing on your health promotion is still valuable and worthwhile. I hope you can identify some techniques that will support your health promotion through this course and beyond. Well done with this reflection – keep up the good work!

Emotional Intelligence

- **Example 1:** Hello Student, It is wonderful to see that you have tried what you have learned in the course. Emotions are hard to qualify. Yet, emotional intelligence is an important skill. In addition to empathy and self-awareness, being able to regulate one's emotions is very important. Please be patient with the results and the practice. Remember that it takes time to build skills and to see results.
- **Example 2:** Hello Student, I'm glad to hear you have implemented the intervention and I hope it's been helpful. Regardless of what you think about this particular intervention, my hope is you'll adopt one or more interventions discussed in this course, to the benefit of your physical and mental health. It's important to focus on self-care now, while you're dealing with the intense stress of being a (profession)student. If you keep pushing off self-care as many of us do, your health suffers. It's better to establish health habits now, before you dive into a challenging (but rewarding) career.

Omega-3:

- **Example 1:** Hi Student, Thanks for the thoughtful discussion. I agree that consuming Omega-3 via your diet can be challenging (it takes time and foods such as salmon can be expensive!). Good luck preparing this meal and I hope it comes out great! I encourage you beyond this course to continue to set aside time for your health promotion, whether it is this intervention or something else. Without these practices, we are more vulnerable to burnout and other side-effects of stress.
- **Example 2:** Hi student, What an insightful reflection about the use of omega-3 fatty acids. I can appreciate both the interest and uncertainty of implementing certain supplements into your

[Back to Table of content](#)





routine. It is good to see that you recognize the importance of sleep and movement (exercise) as a foundation that is important to implement. It sounds like you are interested in continuing to engage in your own research about it. You may also determine it beneficial to speak with your own Primary Care Physician about whether or not a specific supplement, including Omega-3 are right for you.

Physical Activity:

- **Example 1:** Hi Student, It is great to see that you have found different sports/activities to support you in different ways. It seems that you are identifying the importance of physical activity (exercise), challenging yourself through exercise, and committing to a specific schedule as additional actions. It appears that you are more motivated as a result. I hope that you continue to maintain a routine either in fitness or other stress-reducing interventions, even beyond this course. Life can get rather busy, especially when there are competing demands. It seems that you are equipped with some good activities to manage various stressors and maintain motivation. Great job on your reflection!
- **Example 2:** Hello Student, Thank you for your feedback. I'm glad you are open to trying this intervention in the future. I encourage you beyond this course to continue to set aside time for your health promotion, whether it is this intervention or something else, without these kinds of interventions we are more vulnerable to burnout and other side effects of stress. Keep up the great work!

Psychological Detachment

- **Example 1:** Hello Student, it sounds like you had some challenges with implementing the detachment intervention in a meaningful way. I can empathize with the challenges of putting boundaries around work/homework and "off time," so it sometimes takes creative experiments with your time and location to make things work for you. Maybe its about location ("when I am 'here' I won't be doing work/homework, such as in bed") or about time of day ("come midnight, the books will close"). Learning how to unplug is a crucial skill to learn now (when you're busy, but life just keeps getting busier) so as to prioritize your health promotion. Whether it is this intervention or something else, without these kinds of interventions, we are more vulnerable to burnout and other side-effects of stress.
- **Example 2:** Hi Student, Thanks for your honest reflection. I encourage you to think about psychological detachment and a practice that you can use to take moments to be more mindful and present. it is not about avoiding responsibilities, so much as being present in all things. When you are taking a shower, or eating a meal, or exercising, those are small moments when you can mentally detach from the stressors of life.





Sleep

- **Example 1:** Hello Student, It is wonderful to see that you have tried what you have learned in the course. Please be patient with the results and the practice. Sleep hygiene and consistency with a schedule is key. Remember that it takes time to build skills and new patterns then to see results. Also keep in mind what will your time look like if you still have tasks that you cannot complete - create a plan that works for you. Keep working on keeping yourself healthy!
- **Example 2:** Hello Student, I'm glad that you were purposeful in trying out sleep routine habits and that you experienced some benefits. It is amazing how much we are learning about the benefits or and need for sleep - but sleep is the first thing we tend to sacrifice either to have more time to get things done or because worry, stress and rumination keep us from sleeping or cause disrupted sleep. I also think sleep has been associated with 'laziness' rather than healing or rejuvenation. I hope you'll continue to practice and build new sleep hygiene routines given the many positive benefits of sleep, not only emotionally, but cognitively and physically as well.

Yoga

- **Example 1:** Hello Student, I'm glad you were able to implement the yoga intervention and found it to be effective in reducing stress and promoting your wellness. You might find a combination of Acceptance and Commitment Therapy and mindfulness to be a possible path for you. The key is to creatively experiment with what works for you and to find a way to make it a regular part of your routine (whether you "need" it or not), so that when you DO need it, you are well-practiced. The hardest thing to do is maintain a new wellness practice, particularly when "no one is watching" (e.g., when this course is done), but it is crucial to continue to set aside time for your health promotion, whether it is this intervention or something else, for without these kinds of interventions, we are more vulnerable to burnout and other side-effects of stress.
- **Example 2:** Hello Student, I am so glad you were willing and able to explore yoga, despite some initial skepticism. It sounds like you experienced some benefits as well, which is always good to hear. There are a lot of yoga resources, videos, and books out there so I'm sure you can find something to add to your practice that works with your schedule.





Navigating Canvas

I. Using SpeedGrader

- SpeedGrader can be accessed three ways after you have clicked on the assignment you will be grading, locate SpeedGrader either:
 - Under the drop-down menu found once you click on the three dots next to the assignment name
 - On the upper right-hand corner of the assignment page
 - On the lower left-hand corner of the assignment page
- Once you've opened SpeedGrader Students appear Alphabetically by last name. The default is to have the whole class listed. If you previously filtered the students by a sub-group they will appear in the last filtered format used.
 - To filter for a specific group of students do the following:
 - Click on the black triangle arrow, pointing down, next to the student name in the upper right-hand corner
 - Scroll over the top bar of the drop-down list scroll, it has a left facing black triangle arrow, next to the words "Showing: All Sections"
 - All the sections available to filter should appear
 - Select the section you want to filter by, only one section can be filtered at a time
- Students that have already been graded appear with a checkmark next to their name
- Students that need to be graded appear with a circle next to their names

II. Changing Course Notification Settings

Since there are a lot of students in the IPE course you may want to adjust the course settings specifically for this course so that you aren't receiving more notifications than you want.

- Access course notification settings on the homepage in the right-hand menu "View Course Notifications"

[Back to Table of content](#)






- You can adjust notification settings specific to the course here and specific to an e-mail address associated with Webcourses
 - Adjustable settings can be applied to: Due Date, Grading Policies, Course Content, Files, Announcement, Announcement Created By You, Grading, Invitation, All Submissions, Late Grading, Submission Comment, Blue Print Sync, Discussions settings: New Topic, New Reply, New Mention. *Scroll over the item to learn more about what the notification relates to









Course Notification Settings

i Course-level notifications are inherited from your account-level notification settings. Adjusting notifications for this course will override notifications at the account level. **x**


 Enable Notifications for IPE Health Promotion Course 1





You are currently receiving notifications for this course. To disable course notifications, use the toggle above.

Course Activities

	Email Monica.Bailey@ucf.edu	Email mlbailey@knights.ucf.edu
Due Date		
Grading Policies		
Course Content		
Files		

- Click on the icon to adjust the settings, see the icon and setting key below



-  Notify immediately
-  Daily summary
-  Weekly summary
-  Notifications off

[Back to Table of content](#)

