



# Administrative Handbook: IPE Health Promotion Course

A 5-week online course

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**Resource Contact:** Please address any questions you have about Course Implementation to [renewu@ucf.edu](mailto:renewu@ucf.edu)

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# Introduction

This guide is intended to assist instructors and administrators in deploying the RenewU IPE course within their institution’s learning management system (LMS). This course was created using Instructure’s Canvas LMS. If you are using this course in a different LMS, please refer to your LMS user’s guide for specific functionality.

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# Administrative Responsibilities

**Admin Lead responsibilities:** Respond to instructor inquiries, monitor the course questions discussion board and check the students have received grades.

## Admin Team Student Responsibilities –

Determine the number of teams (the ideal number of students per team is 7) and if it is an interprofessional course how many students from each profession will be on a team. Instructors’ teams assignments will depend on the number of team/students and faculty available to facilitate.

Example: If you had 45 students in profession one and 45 students in profession two for a total of 90 students, you could have 15 teams. If you had 6 instructors, you can have 3 instructors (A, B, & C) to lead the team and 3 instructors (D, E, & F) to assist.

Please see example below

Teams	Instructor Team Lead	Instructors Team Members
Teams 1-5	A	D
Teams 6-10	B	E
Teams 11-15	C	F

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# Sample Course Activity Calendar [Administrative Responsibilities Highlighted]

Week	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	Course opens						
2				1. Discussion: Introductions/ Common stressors [Original Post]  2. First Intervention Selection			
3	1. Discussion: Introductions/ Common stressors [Response Post]	1. Discussion: Introductions/ Common stressors [Post Grades]	1. Discussion: Introductions/ Common stressors [Post Grades]	3. Discussion: Intervention Evidence [Original Post]  1. Discussion: Introductions/ Common stressors [Post Grades DUE]  4. Second Intervention Selection			
4	3. Discussion: Intervention Evidence [Response Post]  5. Intervention Reflection	3. Discussion: Intervention Evidence [Post Grades]	3. Discussion: Intervention Evidence [Post Grades]	6. Discussion: Application / Case- based Scenario [Original Post]  3. Discussion: Intervention Evidence [Post Grades DUE]			
5	7. Intervention Reflection	5. First Intervention Reflection [Check Grades]	6. Discussion: Application / Case-based Scenario [Post Grades]	8. Group Assignment: Mini- Poster			

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		6. Discussion: Application / Case-based Scenario [Post Grades]		6. Discussion: Application / Case-based Scenario [Post Grades DUE]			
6	9. Discussion: Mini-Poster Session [Response Post]	7. Second Intervention Reflection [Check Grades]	9. Discussion: Mini-Poster Session [Post Grades]	9. Discussion: Mini-Poster Session [Post Grades DUE]			8. Collaboration: Mini-Poster [Check Grades]

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# Administrative Tasks

## 1. Grading Student Discussion Posts

### 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					

#### 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**.

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

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### 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:

**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.”*

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**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.	<b>10 pts Full Marks</b> Fully followed the prompt.	<b>8 pts Partial Marks</b> Followed the prompt in part, lacking either substance or length.	<b>5 pts Partial Marks</b> Followed the prompt in part, however lacking substance and length.	<b>0 pts No Marks</b> Did not post or did not follow prompt.	10 pts
					Total Points: 10

**One-post Discussion Criteria**

This is the rubric used for the **Case Study Discussion** and the **Mini-Poster Session**.

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?

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- 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?

## 2.2. 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 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.”*

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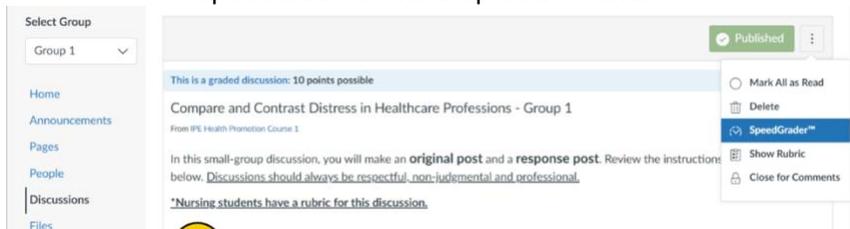


## II. Posting Grades for Discussions

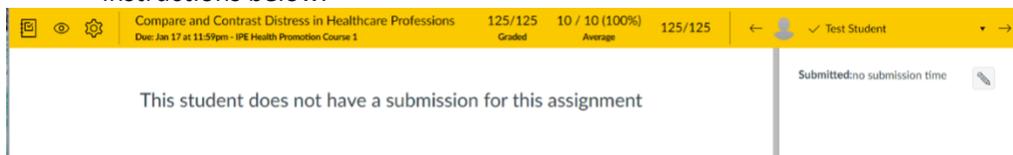
Have a roster available of the students you will be providing grades for. If your faculty team is dividing students by profession, there is a filter feature you can use in addition to student names to locate students for grading.

### 1. 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.



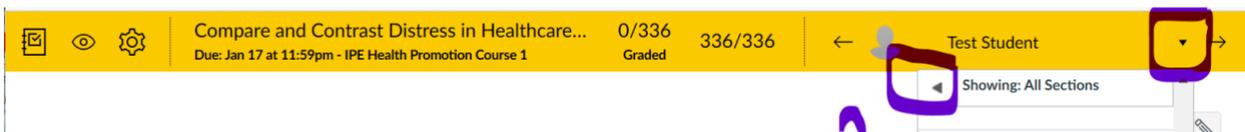
2. Click on the down arrow next to the student's name to scroll to other students (Students are listed in alphabetical order by last name). If you are grading by profession, follow the instructions below.



### Filtering for a Specific Profession (“Sections”)

- 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



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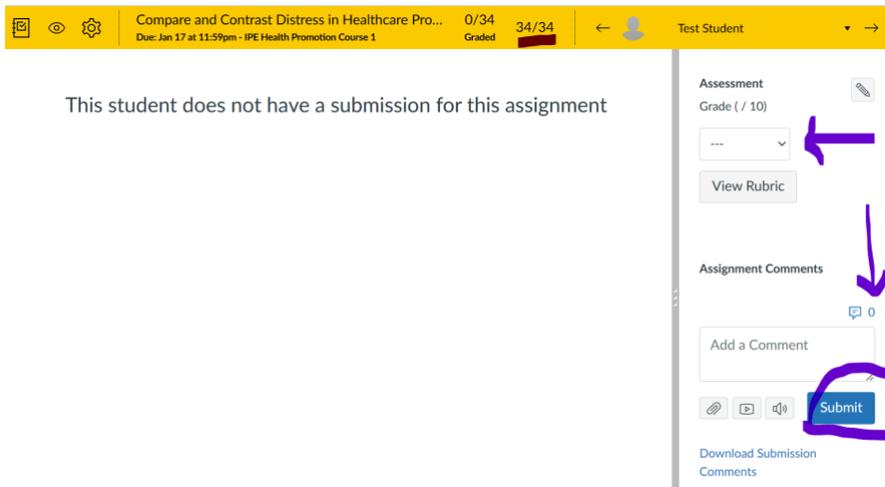




2b. Check to make sure it filtered correctly by looking at the number of students listed. In this example there are only 34 students showing now.



- 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.
    - a. Note student grade in Admin document



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## 2. Checking for Grades

Course administrators check that faculty have provided students with grades in a timely manner. If grades have not been provided by the deadline given to faculty, please inform the faculty lead for those students that grades are missing. The lead faculty can decide if they will contact the faculty for grading or complete the grading on their faculty's behalf.

### Navigating to Check for Grades

- I. The "To Do" list on the right-hand side of the home screen will give a snapshot of grading that still has to be done.

**To Do**

- 2 Grade Compare and Contrast Distress in Healthcare Professions  
10 points • Oct 18, 2023 at 11:59pm
- 1 Grade Case Study Discussion  
10 points • Nov 1, 2023 at 11:59pm
- 1 Grade Mini-Poster Session  
10 points • Nov 12, 2023 at 11:59pm

- II. You can navigate to the assignment that needs to be checked, either through the "To Do" list, which will take you directly to "SpeedGrader" or by selecting the assignment under the assignments tab and then clicking on "SpeedGrader" in the upper right-hand corner on the assignment page (shown below).

The screenshot shows a course interface with a sidebar on the left containing navigation options: Home, Announcements, Modules, Quizzes, Assignments (highlighted), Discussions, Grades, Panopto Videos, and People. The main content area displays a list of assignments under 'Phase 2':

Assignment	Due Date	Points	Status
Phase 2 Intervention Selection	Due Oct 25, 2023 at 11:59pm	10 pts	Completed
Evidence Discussion	Due Oct 25, 2023 at 11:59pm	10 pts	Completed
Evidence discussion, Response post	Due Oct 29, 2023 at 11:59pm		Completed
Self-Reflection of an Intervention you Selected in Phase 1	Due Oct 29, 2023 at 11:59pm	10 pts	Completed

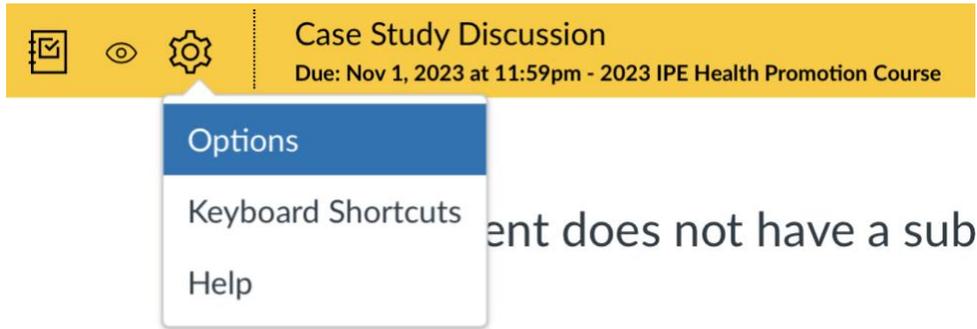
On the right side, the 'Related Items' section includes a link to 'SpeedGrader™' and a 'Download Submissions' button. Below this, it indicates '235 out of 235 Submissions Graded'.

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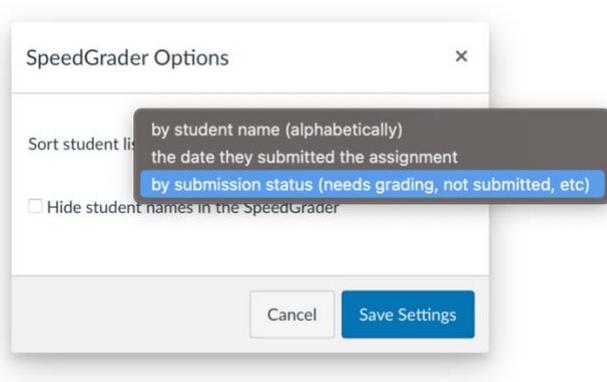




- III. Once in “SpeedGrader” click on the “Options” button found under the gear icon, on the left-hand side of the heading bar.



- IV. On the “SpeedGrader Options” screen select the arrows next to “Sort student list:” and select “by submission status (needs grading, not submitted, etc.)”. Then select “Save Settings”.



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- V. This will group all the students that still need grading together and they should have a black dot next to their name in the drop-down list. Select the students name to determine why there is no grade.
  - i. If there is no grade because they are missing the assignment, submit a 0 for the student to mark them complete.
  - ii. If there is no grade because the faculty hasn't submitted anything yet, check the student roster with faculty team leads and contact the team lead.

Test Student

Submitted: no submission missing  
time

Assessment  
Grade out of 10

View Rubric

Assignment Comments

0

Add a Comment

Submit

Download Submission Comments

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