

**A Performance Task Related to the Skill of Accessing Valid Health Information, Products, and Services for HLTH 212: Consumer Health Issues*****Introduction***

HLTH 212: Consumer Health Issues was a new course preparation for me in the Fall of 2005. This course is a general education course as well as a course that serves as an elective course for students enrolled in the Community Health major and a required course for students enrolled in the School Health major. Given that this course is a required course for students enrolled in the School Health major and that there is an identified set of standards that this course meets in terms of this set of students' professional preparation in school health, assessment procedures need to be in place to assess the students' achievement of the identified standards. The purpose of this project, therefore, was to develop a performance task related to the skill of accessing valid health information, products, and services. In the end, however, I have developed two performance tasks related to this skill. One focused on health-related products (e.g., pedometers) and the other focused on products and services related to complementary and alternative medicine.

***Accessing Valid Health Products***

In the fall semester I simply asked the students to identify a health-related product and gave them a simple scoring rubric related to the assignment. I allowed the students to complete the assignment as groups or as individuals. The assignment was worth 2% of the students' final course grade. Some students had trouble identifying health-related products as well as valid sources of information regarding the products. In the spring semester I provided the students with a list of health-related products that had been reviewed by reputable sources for health information. Additionally, I made subtle changes to the scoring rubric and added a note regarding examples of reputable sources of information for the assignment. I also asked the students to complete an evaluation forms related to working independently or in small groups to complete the assignment. These forms were based on an example of group-work evaluations provided by Angelo and Cross (1993). The primary comment that I heard from the students regarding what I could do to improve the group's performance was to give them more group time during class to work on the project. As a result of that piece of feedback, I provided the students with multiple opportunities to work in groups for the completion of the second group project. Additionally, I continued to be disappointed with the quality of some students' presentations of their group project and worked with the students to build criteria related to the presentation into the scoring rubric for the second group project.

### ***Accessing Valid Health Information, Products, and Services: Complementary and Alternative Medicine***

For this performance task, I revised the criteria that I developed for the task in the fall semester and presented the criteria to the class in terms of my expectations regarding this assignment. I did not, however, develop a scoring rubric but instead used a four by four technique method described by Anderson (1998). The four by four method is designed to have the students develop four categories of assessment criteria and then four criteria related to each category of assessment. The method worked very well with one section but generally frustrated the second section. As a result of this method, the sections had different but remarkably similar scoring rubrics for this assignment. For this assignment, the students placed a lot of emphasis on the quality of the students' presentation of the performance tasks. Therefore, the students addressed the problem associated with the quality of the presentations encountered with the first performance task. The quality of the content of the presentations as well as the presentation of the information this semester was much better than it was last semester. I continue, however, to be disappointed with the students' access and use of valid sources of health information related to complementary and alternative medicine. This performance task was worth 5% of the students' final course grade. In addition to preparing the presentation, students were required to submit self-evaluations and evaluations related to the performance of their peers within their groups. Student who worked independently were required an alternative evaluation activity. I have not had the opportunity to review the results of these evaluations at this point in time.

### ***This Summer and Next Fall***

I have decided that I would like to place more emphasis on the first performance task related to accessing valid health products. Additionally, I have decided to create a process activity in which I have the students provide and document the validity of the resources, including references, that they are using to create both assignments.

## Assessing Valid Health Products Scoring Rubric

Name(s): \_\_\_\_\_

Topic: \_\_\_\_\_

### Score

#### Point

#### Task

- |   |  |
|---|--|
| 1 | At least three different brands of a similar health product were compared.   |
| 1 | At least one reputable source* of information was used in the development of the presentation.                     |
| 1 | The features, quality, and price of the products were compared.  |
| 1 | Recommendations regarding the selection and safe and effective use of the product, when applicable, were provided. |
| 1 | All members of the group participated in the presentation.   |
| 1 | A copy of the presentation and materials used to create the presentation was submitted.                            |

**Total:**            /6                            /2 (This assignment is worth 2 Performance Event points)

Comments:

**\*Examples of reputable sources include the Consumer's Union or Center for Science in the Public Interest. You may also use trade publication reviews of products such as the annual shoe edition of *Runner's World*. Reputable sources do not include product information provided by the manufacturers of the products.**

## Accessing Valid Health Products Individual Evaluation Form

**Directions: Please read and respond to each of the following questions.**

1. Overall, how effectively did you complete this assignment?

2. Please use the following rating scale to rate how fully prepared you were for the project presentation?

Fully											Fully
Unprepared	1	2	4	5	6	7	8	9	10		
	Prepared										

3. Give one specific example of **something you learned** while completing this project.

4. Suggest one **change you could make to improve** your performance on this project.

5. Suggest one **change Dr. Tappe could make to improve** your performance on this project.

## Assessing Valid Health Products Group-Work Evaluation Form

**Directions: Please read and respond to each of the following questions.**

6. Overall, how effectively did your group work together on this assignment?
  
  
  
  
  
  
  
  
  
  
7. How many people were in your group? \_\_\_\_\_
  
8. How many of the people in your group participated actively in the development of your group's presentation? \_\_\_\_\_
  
9. How many of the people in your group were fully prepared for the group presentation?  
\_\_\_\_\_
  
10. Give one specific example of **something you learned from the group** that you probably wouldn't have learned working alone.
  
  
  
  
  
  
  
  
  
  
11. Give one specific example of **something the other group members learned from you** that they probably wouldn't have learned otherwise.
  
  
  
  
  
  
  
  
  
  
12. Suggest one **change the group could make to improve** its performance.
  
  
  
  
  
  
  
  
  
  
13. Suggest one **change Dr. Tappe could make to improve** the group's performance on this project.

**Complementary and Alternative Medicine Scoring Rubric (Section 1)**

Name(s): \_\_\_\_\_

Topic: \_\_\_\_\_

Score

Point Task

**/2.5 Presentation Appeal**

- Is Creative and Interesting
- Includes a Demonstration, Video, or Pictures
- Is Easy to Read (Color Contrast)
- Highlights Important Points (Bold, Italics)

**/2.5 Presentation Involvement and Organization**

- All Group Members Participate
- Is Organized with Smooth Transitions
- Is Informative
- Important Points are Clear

**/2.5 Information About CAM**

- Provides a Description of the Product or Service, How the Product Works OR How the Service is Provided and Works
- Presents Positive and Negative Aspects of the Product or Service and Myths and Assumptions About the Product or Service
- Provides Information Regarding the Training and Qualifications of the Providers of the Service OR Guidelines Regarding the Safe and Effective Use of the Product
- Identifies Sources of the Product or Services and the Cost of the Product or Service

**/2.5 Use of Reputable Sources of Information**

- Presentation of Information Regarding the Extent and Quality of Scientific Evidence
- Use of Least Two Reputable Sources of Information
- Provision of Rationale Regarding the Validity of the Reputable Sources
- Provision of a List of Resources Used

Total:            /10            /5

Comments:

## Complementary and Alternative Medicine Scoring Rubric (Section 2)

Name(s): \_\_\_\_\_

Topic: \_\_\_\_\_

Score

Point Task

**2 Presentation:**

- Is Creative and Interesting
- Power Point Includes the Use of Bullets; Is Easy to Read
- Highlights Important Points (Bold, Italics)
- Demonstration, Video, Pictures, or Equipment Will be Helpful

**2 Presentation Involvement and Organization:**

- All Group Members Participate
- Is Organized with Smooth Transitions
- Length is 3-6 Minutes

**4 Information About CAM**

- Provides a Description of the Product or Service, How the Product Works OR How the Service is Provided and Works
- Presents Pros and Cons Related to the Product or Service and Makes a Recommendation
- Provides Information Regarding the Training and Qualifications of the Providers of the Service OR Guidelines Regarding the Safe and Effective Use of the Product
- Identifies Sources of the Product or Services and the Cost of the Product or Service

**2 Use of Reputable Sources of Information**

- Presentation of Information Regarding the Extent and Quality of Scientific Evidence
- Use of Two to Three Reputable Sources of Information
- Provision of Rationale Regarding the Validity of the Reputable Sources
- Provision of a List of Resources Used

Total:            /10            /5

Comments:

**HLTH 212: Consumer Health Issues  
CAM Self Evaluation**

Name: \_\_\_\_\_

*Instructions:* Evaluate your work in the group using the following criteria. Rate each criterion from 1 (worst rating) to 5 (best rating).

Name:

Attended group meetings, was on time, stayed for full meeting	1	2	3	4	5
Contributed to overall group plan for the presentation	1	2	3	4	5
Accepted fair share of responsibility for the presentation	1	2	3	4	5
Completed assigned tasks on time	1	2	3	4	5
Helped others when appropriate	1	2	3	4	5
Total/5					

What percentage of the work did you complete? \_\_\_\_\_

What tasks were you responsible for completing?

What was your most significant contribution to your group's presentation?

Other Comments:

**HLTH 212: Consumer Health Issues  
CAM Peer Evaluation**

Name of Evaluator: \_\_\_\_\_

*Instructions:* Evaluate the members of your group using the following criteria. Rate each criterion from 1 (worst rating) to 5 (best rating).

Name:

Attended group meetings, was on time, stayed for full meeting	1 2 3 4 5
Contributed to overall group plan for the presentation	1 2 3 4 5
Accepted fair share of responsibility for the presentation	1 2 3 4 5
Completed assigned tasks on time	1 2 3 4 5
Helped others when appropriate	1 2 3 4 5
Total/5	

What percentage of the work did this person complete? \_\_\_\_\_

What were the tasks that this person was responsible for completing?

What was this person's most significant contribution?

Other Comments:

Name:

Attended group meetings, was on time, stayed for full meeting	1 2 3 4 5
Contributed to overall group plan for the presentation	1 2 3 4 5
Accepted fair share of responsibility for the presentation	1 2 3 4 5
Completed assigned tasks on time	1 2 3 4 5
Helped others when appropriate	1 2 3 4 5
Total/5	

What percentage of the work did this person complete? \_\_\_\_\_

What were the tasks that this person was responsible for completing?

What was this person's most significant contribution?

Other Comments:

\*Adapted From Dean (2001, p. 18)

## Extra Activity for Students Who Complete the CAM Project Independently

1. What were the advantages of being able to complete the project as an individual rather than as a part of group?
2. What were the disadvantages of being able to complete the project as an individual rather than as a part of the group?
3. If you had the opportunity to do this project over, would you choose to do it as an individual or as part of a group? Why?
4. Do you believe that Dr. Tappe should provide her future students with the option to choose to complete this assignment as an individual or as a group? Why?