

**Graduate Program in Health – HLTH 5050 3.0**  
**Faculty of Graduate Studies**  
**York University**

**Perspectives in Decision Making and Information Systems**  
**HLTH 5050 3.0 – Winter 2021**

**Class Time:** Tuesdays 11:30am -2:30 pm

**Delivery:** Offered through remote delivery via Zoom technology. There will be no in-class interactions or activities on campus.

**Professor:** Leeat Granek, PhD

**Email:** [leeatg@yorku.ca](mailto:leeatg@yorku.ca)

**Office Hours:** Online, by appointment

**EQUITY AND TEACHING:**

As the COVID-19 pandemic unfolds and evolves, students and instructors are adapting to learning online. We recognize that the pandemic and the measures to control and treat it impact students in different ways. We are committed to and focused on providing our students a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to share your feedback as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding solutions to the extent possible. Talk to your Course Director (CD) or the Graduate Program Director (GPD) within the School of Health Policy and Management, Dr. Claudia Chaufan ([cchaufan@yorku.ca](mailto:cchaufan@yorku.ca)) about access to technology and supports, academic accommodation, technology-enabled delivery of course material, assessments/evaluation instruments or any other academic challenges you are experiencing. For more detail about how the pandemic is impacting students see the report “COVID-19 Impacts on Student Learning and Equity” from the [Centre for Human Rights, Equity and Inclusion](#). For other updates on COVID-19 and York see <https://coronavirus.info.yorku.ca/>

**Course Description:**

The purpose of this course is to critically examine perspectives and topics in decision making in healthcare. One of the major aims of decision-making theory and science in health is to assist healthcare administrators/managers, healthcare providers, and patients and families to understand the rational and non-rational processes that go into making difficult decisions about health.

This course will review decision making theories (and their applications) used for supporting decision making in healthcare, the opportunities these theories and approaches offer, and the challenges of putting them into practice.

The course is designed to integrate theory and practice emphasizing both the academic and theoretical approaches of decision making in healthcare with the practical application of these

theories “in real life”.

Throughout the course, we will welcome guest lecturers who work in healthcare settings and are faced with the everyday challenges of making decisions on the administrative/managerial, provider, and patient level.

**The objectives of this course are to:**

- Provide an academic foundation on a range of theories and approaches used in health decision making by administrators, managers, healthcare providers, patients, and families.
- To critically assesses these theories and approaches and thoroughly understand their strengths and weaknesses.
- To gain an understanding of how societal, social, economic, environmental, behavioral, and political factors affect decision making in healthcare.
- To gain a holistic understanding of how cognitive, emotional, and psychological factors affect decision making in healthcare.
- To learn about some of the most salient dilemmas in decision making in healthcare today (e.g., decision making in the era of genetics, decision making at end of life etc.)
- To integrate theory and practice by understanding how decision-making theories in healthcare are put into action. This objective will be met by:

1) Listening to guest lectures from professionals struggling with real world decision-making in the healthcare domain.

2) By participating in course assignments and seminars that will require you to integrate the academic and theoretical material with real world applications in making decisions.

3) Training provided in the course that will teach you how to critically assess the research used to make decisions in healthcare and by teaching you how to conduct this research yourself. The goal of this training is giving you the practical skills needed to assess the research in order to make evidence based decisions about best practices and to teach you how to become an effective decision maker in your current (or future!) role as a healthcare professional.

**Course Materials**

There is no required textbook.

The reading material will consist of articles, slides, and audiovisual resources that will be available online on the Eclass site, the bookstore, or in the library.

- The pre-recorded lectures are optional for students and cover in more detail the material for the week.
- There will also be ‘meet the expert’ clips for you to view which are short interviews I have conducted with healthcare workers about their decision-making in the clinic.

Readings are divided up into mandatory and optional categories. The mandatory readings should be reviewed carefully. The optional readings are to expand your knowledge and understanding of the theories and materials being learned. These optional readings are highly recommended!

### **Course Website**

The Eclass website will host the course materials; it is where you need to go to engage in any online sessions outlined in the course schedule. On Eclass, you will find:

- videos
- course outlines
- slides from the lectures
- any other material for the course (links to readings, multimedia)
- announcements about the course

### **Academic Integrity:**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing the Faculty of Graduate Studies [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another’s work, the representation of another’s ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

### **Intellectual Property Notice:**

These course materials (including but not limited to course syllabus, PowerPoint slides, recorded lectures, and assignment instructions) are designed for use as part of 5050 course at York University and are the intellectual property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a charge of misconduct under York’s Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty and/or legal consequences for violation of copyright law.

## Technical Requirements:

- Access to Eclass: Students will need to access course materials and online modules by logging in with their Passport York @ [Eclass](#).
- Access to Zoom Web-Conferencing: The course will use Zoom web-conferencing and students will need access to stable, high-speed internet connection, a computer, webcam and microphone, and/or a smart device with these features.
- If students encounter technical difficulties using Eclass or Zoom, please contact [UIT Client Services](#).

Useful links and resources for students:

- [Student Guide to Eclass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

Students who do not have access to a computer should contact York University to register to borrow a laptop. The process can be found [here](#).

## Contact and Communications:

Important updates, reminders, and comments on class matters will be posted to the course announcement area in the Eclass course room, which will be sent to the email you are using for your Eclass profile.

Please kindly note that you are expected to use the email address that you use for Eclass for important messages for this course. Make sure you check that email frequently.

You are welcome to contact me via email at any time if you have any questions. Please note that I am not able to help with technical difficulties – for this you are required to contact York University computing services.

## **Class Format and Evaluation**

The course will consist of lectures, readings, practical application of theories, and class discussions.

Evaluation	Weight	Due Date
Seminar Presentation	25%	Throughout Semester
Paper 1: Decision making & personal	15%	January 19 <sup>th</sup>

reflection.		
Paper 2: Decision making, personal reflection and application of course concepts	20%	February 23 <sup>rd</sup>
Final paper and presentation	40%	March 30 <sup>th</sup> and April 6 <sup>th</sup>

**1) Leading a seminar on the topic of the week.** In groups of 2-3 students (will depend on course enrollment) you will be required to lead a seminar on the topic of the week. You will be assigned a group and a date at the beginning of the semester.

Leading a seminar involves summarizing the main ideas of the topic of the week and creating discussion questions for the group based on the materials/topic under study. You can use the pre-recorded lectures and reading materials of the week for assistance in preparing your seminar. You should plan to lead the seminar for approximately 45 minutes. This will be graded using a grading rubric that can be found at the end of this syllabus. Some things to consider in your preparation of the seminar:

1. What are the main ideas being discussed?
2. What assumptions is/are the author(s) using?
3. How do these theories about decision making coincide with what happens in the ‘real world’ in the day-to-day practice of medicine and healthcare administration?
4. What are some questions you still have on this topic that you want to pose to the seminar?

For tips on leading a great graduate seminar see:

<https://cas.umw.edu/historyamericanstudies/history-department-resources/oral-presentations/tips-for-leading-seminars/>

**2) Paper 1: Decision making & personal reflection.** Think about one decision throughout your life that was difficult for you to make. The decision can be a personal or professional and does not necessarily need to be in the healthcare domain. Consider some/all of the following questions:

- Why was the decision difficult to make?
- Were there uncertainties involved?
- How did you justify taking a certain course of action?
- What pros/cons were considered?
- Who did you consult with about making this decision?
- Who would be affected by your decision?
- Did past experiences or other influences shape your decision making?
- Were you ultimately happy with the decision you made, why or why not?

For Paper 1, you are not required to incorporate course concepts; instead, you are expected to analyze and thoughtfully articulate how you conducted your decision-making on the issue. Your paper should be no longer than 1 page, double spaced, using 12 point font. Submit your paper using Turnitin on the eclass. This will be graded using letter grades.

**3) Paper 2: Decision making and incorporation of course concepts.** Paper 2 is an extension of Paper 1 that incorporates decision-making concepts and theories covered in the course. Using the same issue in Paper 1, illustrate the hypothetical application of 2 decision-making concepts and theories taught in class on your decision-making process and how applying these concepts might have influenced/changed the decision you made. Include your rationale for choosing the concepts/theories among the various concepts covered in the course. Paper 2 should be no longer than 5 pages, double spaced, using 12 point font. Submit using the Turnitin submission portal on Eclass. This will be graded using letter grades.

#### **4) Final Report: Conduct a PRACTICE systemic review on an important healthcare topic.**

You will conduct a systematic review in order to make a decision on a current healthcare topic.

- a. Choose a timely and relevant healthcare topic that is currently being debated in Canada (e.g., legalization of marijuana, assistance in dying, mandatory vaccinations, best interventions in the opioid crisis etc.)
- b. Design a question that you will research in order to decide about this issue. For example, on the topic of mandatory vaccinations, the research question might be “Should the MMR vaccine be mandatory in Canada?”
- c. Using the training you got in class, conduct a systematic review on the literature to help you decide on this topic. Be sure to clearly document the methodology you used to conduct the review (e.g., list all the steps you did on the way from what search engines you used, keywords you used, what articles you included and excluded and why, how you analyzed the data etc.).
- d. Analyze the outcome of your systematic review in order to make a policy recommendation on your topic of choice.
- e. Prepare a report of your systematic review to submit on the last day of class through TURNITIN on Eclass (see guidelines below). You must upload the literature review and the ‘assignment attachment form’ to Eclass through Turnitin. (See instructions on Turnitin below).

If the literature review is not submitted on time, students will lose 5% per day (including weekends) on their assignment. Students who submit assignments more than 5 days after the due date will receive a zero on the assignment.

**The report should include:**

- a description of the topic
- the decision that had to be made and why it poses a challenge to healthcare
- a thorough description of your methodology
- arguments for and against your decision
- a clear rationale for your policy recommendations
- reflections on the strengths and weaknesses of conducting a literature review for the purposes of coming up with a decision.

The report should be no longer than 20 double spaced pages including references and appendices.

**Present your literature review to the class.** Present the outcome of your review outlining all the steps noted in point 'e' above. You are responsible for creating a PowerPoint presentation to be submitted on Eclass by 2:30 pm on the day of the presentation. If a student misses the presentation it **will result in a grade of zero.**

Both the presentation and the submission will be graded using a grading rubric that can be found at the end of this syllabus.

### **Submitting your Systematic Review on TURNITIN:**

The literature review must be submitted to **Turnitin through the Eclass website.**

Turnitin is an online academic service that checks for academic dishonesty and plagiarism. An 'originality report' is provided to the instructor, who determines if there are any breaches of academic honesty.

Turnitin is web-based software which scans submitted works for similarity to material in public websites, academic journals, papers purchased from an essay mill, etc., and to essays and assignments concurrently or previously submitted to Turnitin, which are stored in a database. An 'originality report' is then provided to the instructor, who remains responsible for determining any breach of academic honesty.

### **Library Training:**

In order to prepare you for your end of term assignment and to teach you how to effectively evaluate the evidence in order to make informed, evidence-based decisions about healthcare, I have arranged for two sessions with the librarian that will take place over zoom.

These trainings will take place on March 2<sup>nd</sup> and March 9<sup>th</sup>. On this day, you must come prepared!

1. The instructions for the assignment are provided in more detail below. When you come to class on March 2<sup>nd</sup>, you must:
  - a. Have chosen a timely and relevant healthcare topic that is currently or has recently been debated in Canada (e.g., legalization of marijuana, assistance in dying, mandatory vaccinations, best interventions in the opioid crisis, how to deal with hallway medicine

etc.)

- b. Construct a question that you will research in order to decide about this issue. For example, on the topic of mandatory vaccinations, the research question might be “Should the MMR vaccine be mandatory in order to attend public schools?”
- c. Before you arrive download the following programs. Instructions on how to do this are posted on Eclass.
  - Medline
  - Mendeley
  - RACER
  - Covidence

### Class Topics

The suggested topics/readings and lecture delivery format are subject to change and any changes will be specified prior to each class. The viewing of various audiovisual materials may also be assigned throughout the term.

Date and Format	Topic	Readings	To do this week:
January 12	Introduction to Course and Professor  Critical Thinking Skills for Making Healthcare Decisions.	<b>MANDATORY:</b> McKendry, S. (2016). Critical Thinking Skills for Healthcare. Routledge. Chapters 1 and 2  <a href="#">Listen to: NPR : Decoding The Science Of Decision Making</a>  <b>OPTIONAL:</b> Rothman, Joshua. The Art of Decision Making. The New Yorker.	<ul style="list-style-type: none"><li>• Log on to live stream lecture with professor.</li><li>• Readings/audio materials for the week.</li><li>• Read the ENTIRE syllabus so you know what to expect for this course.</li></ul>
January 19	Elements of Decision-Making in Healthcare: Models & Theories Part 1  Focus on Proactive Model	<b>MANDATORY:</b> Hunink, M., Weinstein et al., Decision Making in Health & Medicine: Integrating Evidence and Values: Second Edition. Chapter 1: Elements of Decision Making in Health Care.  <a href="#">Emanuel et al. How the Coronavirus May Force Doctors to Decide Who Can Live and Who Dies. New York Times.</a>	<ul style="list-style-type: none"><li>• Listen to pre-recorded lecture by professor (optional).</li><li>• Log on to live stream seminar.</li><li>• Readings/audio materials for the week.</li><li>• Download the library databases needed for final assignment (see syllabus).</li></ul>

		<p><a href="#">Arthur. Intubate or give palliative care? ER doctors wish they knew what residents and families wanted. Toronto Star</a></p> <p><b>OPTIONAL:</b> Diefenbach, M. Miller-Halegoua, S., Bowen, D. (eds). Handbook of Health Decision Science. Chapters 1 &amp; 2</p> <p>McKendry, S. (2016). Critical Thinking Skills for Healthcare. Routledge. Chapter 3</p>	<p>Submissions/Assignments</p> <p><b>Seminar 1</b></p> <p><b>Paper 1 Due</b></p>
<p><b>January 26</b></p>	<p>Elements of Decision Making in Healthcare: Models &amp; Theories Part 2</p> <p>CBA &amp; CEA</p>	<p><b>MANDATORY:</b> Hunink, M., Weinstein et al., Decision Making in Health &amp; Medicine: Integrating Evidence and Values: Second Edition. Chapter 9: Constrained Resources</p> <p><a href="#">Ezekiel et al., (2020). Fair Allocation of Scarce Medical Resources in the Time of Covid-19. New England Journal of Medicine.</a></p> <p><a href="#">Frakt, A. Putting a Dollar Value on Life? Governments Already Do. The New York Times</a></p> <p><b>OPTIONAL:</b></p> <p>Ryder, H.F., et al., Decision Analysis and Cost-effectiveness Analysis. Semin Spine Surg, 2009. 21(4): p. 216-222.</p> <p>Sher, D.J. and R.S. Puniglia, Decision analysis and cost-effectiveness analysis for comparative effectiveness research- a primer. Semin Radiat Oncol, 2014. 24(1): p. 14-24.</p>	<ul style="list-style-type: none"> <li>• Listen to prerecorded lecture by professor (Optional)</li> <li>• Log on to live stream lecture.</li> <li>• Readings/audio materials for the week.</li> </ul> <p><b>Seminar 2</b></p>

<p><b>Feb 2</b></p>	<p>Emotional Factors Affecting Decision Making in Healthcare</p>	<p><b>MANDATORY:</b>  Diefenbach, M. Miller-Halegoua, S., Bowen, D. (eds). Handbook of Health Decision Science. Chapter 8: The Influence of Affect on Health Decisions</p> <p><a href="#">Granek, L. (2012). When doctors grieve. New York Times.</a></p> <p>Marcum, J. The role of emotions in clinical reasoning and decision making. <i>The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine</i>, Volume 38, Issue 5, October 2013, Pages 501–519.</p> <p>Granek, L. et al.(2012). Nature and impact of grief over patient loss on oncologists’ personal and professional lives. <i>Archives of Internal Medicine</i>.</p>	<ul style="list-style-type: none"> <li>• Listen to prerecorded lecture by professor (optional).</li> <li>• Log on to Live-stream seminar.</li> <li>• Readings/audio materials for the week.</li> </ul> <p><b>Seminar 3</b></p>
<p><b>Feb 9</b></p>	<p><b>Psychological/ Cognitive Factors Affecting Decision making in HealthCare</b></p> <p><b>Guest Lecture:</b>  Dr. Katherine Nelson,  Hospital for Sick Children</p>	<p><b>MANDATORY:</b>  Hunink, M., Weinstein et al., Decision Making in Health &amp; Medicine: Integrating Evidence and Values: Second Edition. Chapter 13: Psychology of Judgement and Choice</p> <p><a href="#">Fisher. Coronavirus ‘Hits All the Hot Buttons’ for How We Misjudge Risk. New York Times.</a></p> <p><b>NPR:</b> Psychological Biases Play A Part In Vaccination Decisions</p> <p><a href="https://www.npr.org/sections/13.7/2015/02/09/384877284/psychological-biases-play-a-part-in-vaccination-decisions">https://www.npr.org/sections/13.7/2015/02/09/384877284/psychological-biases-play-a-part-in-vaccination-decisions</a></p> <p>Tversky, A. &amp; Kahneman, D. (1973). Judgment and uncertainty: heuristics and biases. Office of Naval Research Advanced Research Projects Agency.</p> <p><b>OPTIONAL :</b>  Mellers, B.A, Schwartz, A. Cooke, A. Judgement and Decision Making. <i>Annu Rev Psycholo.</i> 1998, 49 :447-47.</p> <p>Campbell, S. Croskerry, P. &amp; Petrie. (2017). A. Cognitive bias in health</p>	<ul style="list-style-type: none"> <li>• Listen to pre-recorded lecture by professor (Optional).</li> <li>• Log on to live-stream lecture with special guest, Dr. Kate Nelson.</li> <li>• Readings/audio materials for the week.</li> </ul> <p><b>Seminar 4</b></p>

		<p>leaders. <i>Healthcare Management Forum</i>, 257-261.</p> <p>Granek, L. &amp; Fergus, K. (2012). Resistance, Agency, And Liminality in Women's Accounts of Symptom Appraisal and Help Seeking Upon Discovery of a Breast Irregularity. <i>Social Science &amp; Medicine</i>, 75(10), 1753-1761. doi: 10.1016/j.socscimed.2012.07.016</p> <p>McNeil, B., Pauker, S., Sox, H., Tversky, A. (1982). On the elicitation of preferences for alternative therapies. <i>New England Journal of Medicine</i>, 21, 1259-1262</p>	
<b>Feb 16</b>	<b>Reading Week</b>		
<b>Feb 23</b> <b>Online on your own this week. There is no live-stream lecture this week.</b>	<p>Decision Making About End of Life Care in Canada</p> <p>Pre-recorded guest lecture: Dr. Sandy Buchman, President of the Canadian Medical Association and Palliative care Physician, Tammy Latner Center</p>	<p>Podcast: <a href="#">The Sunday Edition: Ontario man with dementia on crusade to plan his own death</a></p> <p>Granek, L. et al., (2016). Oncologist's communication about end of life: the relationship among secondary traumatic stress, compassion satisfaction, and approach and avoidance communication. <i>Psycho-Oncology</i>.</p> <p>Proudfoot, S. (2017). The doctor who took on death. <i>Maclean's Magazine</i> <a href="https://www.macleans.ca/society/the-doctor-who-took-on-death/">https://www.macleans.ca/society/the-doctor-who-took-on-death/</a></p>	<ul style="list-style-type: none"> <li>• Listen to pre-recorded lecture for special guest, Dr. Sandy Buchman.</li> <li>• There is no live stream lecture this week!</li> </ul> <p><b>Submission/Assignments:</b> Paper 2 Due</p>
<b>March 2</b> <b>Online together with the librarian</b>	<p><b>Research Methods in Health Decision Making</b></p> <p><b>Librarian Training Part 1</b></p>	<p><b>MANDATORY:</b> Hunink, M., Weinstein et al., <i>Decision Making in Health &amp; Medicine: Integrating Evidence and Values: Second Edition. Chapter 8: Finding and Summarizing Evidence.</i></p> <p><a href="#">Zimmer, C. How You Should Read Coronavirus Studies, or Any Science Paper. <i>New York Times</i>.</a></p> <p><b>OPTIONAL:</b> Diefenbach, M. Miller-Halegoua, S., Bowen, D. (eds). <i>Handbook of Health</i></p>	<ul style="list-style-type: none"> <li>• Log on to live-stream lecture and workshop with professor and librarian.</li> <li>• Readings for the week.</li> </ul>

		Decision Science. Chapter 5  McKendry, S. (2016). Critical Thinking Skills for Healthcare. Routledge. Chapters 6 and 8	
<b>March 9</b>  <b>Online together with the librarian.</b>	<b>Research Methods</b> in Health Decision Making  Librarian Training Part 2	<b>MANDATORY:</b> Neely JG, Magit AE, Rich JT, et al. A practical guide to understanding systematic reviews and meta-analyses. Otolaryngol Head Neck Surg 2010;142(1):6-14.  <b>OPTIONAL:</b> Cheung, M.W. and R. Vijayakumar, A Guide to Conducting a Meta-Analysis. Neuropsychol Rev, 2016. 26(2): p. 121-8.	<ul style="list-style-type: none"> <li>• Log on to live-stream lecture and workshop with professor and librarian.</li> <li>• Readings for the week.</li> </ul>
<b>March 16</b>	<b>Decision-Making in the clinic: Pediatric Neurosurgeons</b>  Special Guest: Dr. Abhaya V. Kulkarni, MD, PhD, FRCSC <i>Professor, Division of Neurosurgery; Associate Chief of Surgery, Education, Sick Kids. Hospital for Sick Children</i>	Hunink, M., Weinstein et al., Decision Making in Health & Medicine: Integrating Evidence and Values: Second Edition. Chapters 5 & 6: Interpreting Diagnostic Information & Deciding When to Test	<ul style="list-style-type: none"> <li>• Log on to live- stream lecture with professor and special guest, Dr. Abhaya V. Kulkarni, MD, PhD, FRCSC</li> <li>• Readings for the week.</li> </ul> <p><b>Seminar 5</b></p>
<b>March 23</b>	Decision making in the Era of Genetics using Technology & Review of Theoretical Models on Decision-Making in Healthcare  Guest Lecture: Dr. Yvonne Bombard, St. Michaels Hospital.	<b>MANDATORY:</b> Sanderson, S. & Schadt, E. Decision making in the Age of whole genome sequencing. In Diefenback, M., Miller-Halegoua, S., Bown, D. (Eds.) Handbook of Health Decision Science. Chapter 25.  Bombard et al., (2018). The Genomics ADvISER: development and usability testing of a decision aid for the selection of incidental sequencing results.	<ul style="list-style-type: none"> <li>• Log on to live- stream lecture with professor and special guest, Dr. Yvonne Bombard.</li> <li>• Readings for the week</li> </ul> <p><b>Seminar 6</b></p>

<b>March 30</b>	Student Presentations	None	Student Presentations
<b>April 6</b>	Student Presentations	None	Student Presentations

### Seminar Presentation Grading Rubric

Name(s) of Students:

Date:

Topic of the Week:

<b>Criteria for Seminar</b>	<b>Value</b>	<b>Comments</b>
<b>Summarized the main ideas of the topic</b> (i.e., what are the main ideas being discussed? what assumptions is/are the author(s) using?)	/8	
<b>Practical application and linking theory and practice</b> (i.e., how do these theories about decision making coincide with what happens in the 'real world' in the day-to-day practice of medicine and healthcare administration?)	/5	
<b>Facilitating Discussion in the Seminar</b>	/5	
<b>Quality of Presentation and Slides</b> (i.e., how engaging is presentation, quality of slides etc.)	/3	
<b>All members of group contributed equally</b>	/2	
<b>Presented between 45-60 minutes</b>	/2	
<b>Final grade on seminar:</b>	/25	

## Literature Review Presentation and Assignment Grading Rubric

Name(s) of Student:

Date:

Choice of Topic:

Policy Decision Debated:

### Presentation

Criteria for Presentation	Value	Comments
Submitted on time?	Grades will be deducted if late.	
Quality of Lit review <ul style="list-style-type: none"> <li>- Documented methodology</li> <li>- Search engines</li> <li>- Keywords</li> <li>- Inclusion/exclusion criteria</li> </ul>	/5	
Analysis of lit review	/5	
Quality of policy recommendation based on evidence	/5	
Quality of power point and presentation	/5	
Grade on Presentation	/20	

### Written Submission

Criteria for Written Submission	Value	Comments
Submitted on time?	Grades will be deducted if late.	
Description of topic and decision to be made	/1	
Why it poses a challenge for healthcare	/2	
Description of methodology	/5	
Arguments for and against decision	/5	
Clear rationale for policy recommendations	/2	

Reflections on strengths and weaknesses of conducting a lit review for coming up with a decision	/3	
Well Written (i.e., no spelling mistakes, grammatical errors, professional writing etc.)	/2	
Grade on Paper	/20	