**UnSt 421**

**Presentation Guidelines**

You will present your project to classmates and potentially your CBL coordinator or manager during Weeks 8 or 10. This is your opportunity to share what was unique about your project and experience. This should be fun! As an individual or team, you will have ~7 minutes to present plus 3 minutes for questions from the class and site staff. Please bring presentation materials to class on the day you present.

Create a presentation with supplementary visuals (Powerpoint, Prezi, posters, etc.) that highlights and explain what you did in your community engagement experience, what you learned, and how it connects to the course literature. Focus not just on accomplishments or activities, rather what insights you gained from the experience.

Your presentation should include the following:

1. **Introduction** – Place your project in the context of the University Studies Goals. PSU’s mission, the outcomes of the course, the PSU community, and the broader society. Why did you choose to work specifically with this organization? Why is your project important? What is your understanding of the change that needs to be implemented? This section can be brief (but thorough) if you already shared during the mid-term reflection.
2. **Research** –Include a summary of the research you have gathered thus far on the social, economic, political inequities impacting the health of people served by the organization you are working with (ie: vulnerable and social disadvantaged population of your interest).
3. **Project Summary** – Tell the story of your project. The history can be brief if you already shared during the mid-term reflection.
* Include the history and overall philosophy and/or mission of your organization.
* Include a synopsis of your work with the community and your responsibilities as a volunteer.
* What actions have you taken, what products have you made, etc?
* Images would be a great addition here. Be sure to ask the site their policy on taking pictures.
* **Reflection** - How does this experience relate to your UnSt 421 studies, specifically the social determinants of health? Have you been able to apply any knowledge, literature, theories, and/or skills learned in class to your service activities?  Are you able to take your experiences at your CBL site back into the classroom for use in discussions, papers, and other class activities? Review your initial plan to implement and effect change. Have these expectations changed? How? Why?
* Focus not just on accomplishments or activities, rather what insights you gained from the experience. (You may want to review your initial learning objectives/project proposal to see what you did or did not accomplish).
* You should clearly demonstrate your recognition of the four University Studies Goals. For example, explaining how each goal impacts the decisions you make and the impact of your work. You should define what your organization’s culture is (diversity), the thought process in making your goal(s) choice (critical thinking) and the effective communication skills (communication) and the quality of service necessary to achieve these goals (social responsibility).
* What did you gain, if anything, from this experience? What was the most rewarding part of this process for you?
* Did you have a final closing discussion? Finally, based on your experiences, insights, and learning what suggestions or recommendations do you have for the capstone experience? What would you do differently? What suggestions or strategies might other professionals use (instructors, site supervisors, and/or students)?
* Share any sample work if applicable.

### Rubric for presentation

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| --- | --- | --- | --- |
|  | **1 Point**  | **.5 Point**  | **0 Points**  |
| **Connection to Course Themes (ex: SDOH)** | The presentation clearly connects information researched (SDOH) and CBL experience.  | Student expresses some connection between the course themes and CBL experience.  | Course themes not addressed.  |
| **Connection to University Goals** | The presentation clearly connects information researched and CBL experience to the UnSt goals.  | The presentation includes information researched and CBL experience to the UnSt goals, but the connection is not clear.  | The presentation does not include UnSt goals.  |
| **Connection to Course Learning Outcomes** | Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum. | Student expresses someconnection between the academic knowledge base and objectives of the course and the service experience. | Student does not apply the academic knowledge base and objectives of the course to the service experience. |
| **Responsibility to Community** | Student acknowledges aresponsibility to communityregarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved. | Student expresses insightinto community issuespertinent to the serviceproject and integrates apersonal sense of responsibility to participating in a solution but does not apply that knowledge. | Student demonstratesa limited awareness ofpersonal responsibilityto community. |
| **Reflection** | Provides clear explanations of goals, achievements and their impact on student.  | Achievements of goals unclear or incomplete.  | Student expressesvery limited or no connection between service and self. |
| **Quality of Content**  | The information is relevant, interesting, and well-researched.  | The information is either irrelevant, or not well-researched.  | The content is lacking in research to support it. Information may be uninteresting or irrelevant.  |

Here’s a great toolkit to help you put together effective presentations. Effective Presentations: A Toolkit for Engaging an Audience. University of Washington School of Public Health, Northwest Center for Public Health Practice. Access at: <https://www.ag.ndsu.edu/evaluation/documents/effective-presentations-a-toolkit-for-engaging-an-audience>

Video on Pecha Kucha (or you can find many other resources online) <https://www.youtube.com/watch?v=l9zxNTpNMLo>