

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

Revised: June 2000

Nursing 2900

**COURSE OUTLINE
Fall 2004**

Course Tutors:

Teresa Evans, RN, MN
Office: H226, ext. 2805
tevans@gprc.ab.ca
Classroom:

Fern Christensen, RN, BN, CPN(C)
Office: H215, ext. 2754
fchristensen@gprc.ab.ca
Classroom:

Dot Dooley BN, RN, IBCLC
Office: H227, ext 2891
ddooley@gprc.ab.ca
Classroom:

*Originally Developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, May 2004.*

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Nursing 2900

Course Outline

CALENDAR STATEMENT:

NURS 2900 Nursing in Context B *5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).

Within the context of primary health care, the focus shifts to restoration, rehabilitation and support of clients experiencing chronic and less acute variances in health. Discussion related to health promotion and disease prevention continues. Intermediate health assessment and nursing skills are introduced. Prerequisites: NURS 1900, 1910, 1940, 1950.

COURSE HOURS: *In a 7-week course, the weekly hours for NS 2900 is:*

FRS: 3

Tutorial: 6

LAB: 3

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus shifts to acute care of individuals within families and support of clients in the community experiencing chronic and less acute variances in health.

COURSE OBJECTIVES:

In addition to maintaining competency with previous course objectives, and based on the current Core Concept Map, upon completion of Nursing 2900, the nursing student will be able to:

- 1. Discuss issues related to the delivery of health care in Canada and their implications for nurses considering ethics, legalities and political action.*
- 2. With guidance, demonstrates skills and attitudes for learning.*
- 3. Demonstrate an understanding of social and political action at a beginning level:
_ Apply principles of change theory in nursing situations*
- 4. With minimal assistance, use a variety of information technology to support scholarly activities.*
- 5. With minimal assistance, demonstrate effective skills in self-directed, context-based, small group learning*
- 6. With guidance, apply knowledge of biological, psychological, sociological, cultural and spiritual factors on the human response with chronic and less acute variations in health across the lifespan.*
- 7. With minimal assistance, organize and apply nursing knowledge according to selected models and frameworks.*

8. *With minimal assistance, demonstrate effective use of the nursing process / clinical decision making process with clients experiencing chronic and less acute variations in health across the lifespan.*
9. With minimal assistance, appraise and share with colleagues, published research studies relevant to scenarios.
10. With assistance, demonstrate competence in understanding ambiguity and diversity:
 - _ In selected nursing situations
 - _ In providing support to clients in transition
 - _ In developing resource networks.
11. Demonstrate beginning competence in leadership and management skills
 - _ With assistance:
 - _ Use effective time management strategies
 - _ Apply decision making process
 - _ With minimal assistance:
 - _ Lead a small group of peers
 - _ Evaluate self and others
12. Discuss roles and functions of registered nurses in restoration, rehabilitation and support.
13. Apply knowledge of caring relationships and therapeutic communication.
14. Describe the factors which facilitate collaboration of the Registered Nurse with other health professionals.
15. Demonstrate competence in selected nursing skills for care of the client experiencing chronic and less acute variances in health.

Required for NS 2900:

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004). *Medical-Surgical Nursing: Assessment and management of clinical problems (6th ed.)*. St. Louis: Mosby.

Pilletteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family (4th ed.)*. Philadelphia, PA: Lippincott.

Marriner Tomey, A. & Raile Alligood, M. (2002). *Nursing theorists and their work (5th ed.)*. St. Louis: Mosby

Wilson, S. F. & Giddens, J. F. (2001). *Health assessment for nursing practice*. St. Louis: Mosby

Karch, A.M. (2003). *Focus on nursing pharmacology (2nd ed.)*. Philadelphia, PA: Lippincott.

McCance, K. L. & Huether, S. E. (2002). *Pathophysiology: The biologic basis for disease in adult children (4th ed.)*. St. Louis: Mosby.

Potter, P. A. & Perry, A. G. (2001). *Canadian fundamentals of nursing (2nd ed.)*. St. Louis: Mosby.

Buchholz, S. & Henke, G. (2003). *Henke's med-math: Dosage calculations, preparation & administration (4th ed.)*. Philadelphia: Lippincott.

Lab Manual

Required Resources That are Part of Course Outline and Located in Learning Package:

- Core Concept Map
- Working Definitions
- Learning Packages
- Graduate Competencies and Level Outcomes

Recommended:

Medication Drug Guide that you will be purchasing in NS 2910.

Laboratory Tests and Diagnostic Procedures in NS 2910.

Nursing Care Plan book that you will be purchasing in NS 2910.

Important Policies!!!

Withdrawal Date:

As our semesters run on two 7 week courses, the withdrawal deadline for NS 2900 with permission, is Friday, October 8th, 2004 as per the GPRC 2004/2005 Calender. Students who drop a course after this date will receive a WF on their transcript.

Nursing Program Policies

Please refer to the Grande Prairie Regional College calendar and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies.

Assignment Policy:

It is expected that **ALL** assignments are completed in order to pass a course.

All assignments are expected to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one letter grade per day will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late. Late assignments are due by 1600 hours in the front office and must be verified (stamped with date and time) by Nursing Office personnel.

Plagiarism and Cheating:

Please refer to your rights and responsibilities in the Grande Prairie Regional College 2004/2005 Calendar on pages 39-43.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2004/2005). Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat). Please refer to pages 41-42 of your GPRC Calendar.

Grading System:

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). Rationale will be given as to the assigned grade. Grading descriptors will be provided for each assignment.

Effective July 1, 2003 Grande Prairie Regional College uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

Alpha	4-point equivalence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

These are considered passing grades in Nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

These are NOT considered passing grades in Nursing courses.

Students **may** receive a grade of D or D+ in an assignment or component of a course, but must have an overall grade of C- to achieve a passing grade in a nursing course.

****Note: Refer to the 2004-05 College calendar p. 33 for further details regarding the grading policy and p. 148 and 149 regarding Progression Criteria in the Bachelor of Science in Nursing program.**

Grade Distribution NS 2900

Name: _____ Tutor: _____

<i>Alpha</i>	<i>4-point equivalence</i>	<i>Descriptor</i>
<i>A+</i>	<i>4.0</i>	<i>Excellent</i>
<i>A</i>	<i>4.0</i>	
<i>A-</i>	<i>3.7</i>	<i>First Class Standing</i>
<i>B+</i>	<i>3.3</i>	
<i>B</i>	<i>3.0</i>	<i>Good</i>
<i>B-</i>	<i>2.7</i>	
<i>C+</i>	<i>2.3</i>	<i>Satisfactory</i>
<i>C</i>	<i>2.0</i>	
<i>C-</i>	<i>1.7</i>	

*These are considered passing grades in
Nursing courses*

<i>D+</i>	<i>1.3</i>	<i>Poor</i>
<i>D</i>	<i>1.0</i>	<i>Minimal Pass</i>
<i>F</i>	<i>0.0</i>	<i>Failure</i>

*These are NOT considered passing grades in
Nursing courses.*

Students may receive a grade of D or D+ in an assignment or component of a course, but must have an overall grade of C- to achieve a passing grade in a nursing course.

<i>Evaluation</i>	<i>Grade</i>	<i>4-point Equivalent</i>	<i>Percentage of Total Mark</i>	<i>Value</i>
<i>Scholarly Paper</i>			<i>25%</i>	
<i>Pre Quizzes</i>			<i>15%</i>	
<i>Triple Jump</i>			<i>20%</i>	
<i>Final Exam</i>			<i>20%</i>	
<i>Tutorial Eval.</i>			<i>20%</i>	
<i>OSCE pass/fail</i>				
				<i>Total:</i>

Total 4-Point Equivalent Values: _____

Translated to Final Grade: _____

Grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of those percentages are added up to make a total. That total was converted back into the grade scale to receive your final grade. If you have any questions or concerns, please see your tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

COURSE EVALUATION

In order to pass Nursing 2900 (ie: receive a grade of C-) it necessary that all of the following assignments be completed. Failure to complete and submit an assignment will result in receiving a mark of zero for that assignment.

<i>ITEM</i>	<i>VALUE</i>
1. Assignment #1: Triple Jump	20%
2. Assignment #2: Scholarly Paper	25%
3. Tutorial Evaluation of Behaviors in CBL	20%
4. Pre-Scenario Quizzes	15%
5. Final Exam	20%
6. OSCE	Pass or Fail

1. OSCE (pass/fail)

OSCEs will be tested twice this semester:

OSCE # 1 October 1st, 2004
OSCE # 2 October 15th, 2004

Osces which are tested will be chosen by the lab instructors. Please see Lab Manual for Further information regarding grading.

*****In order to receive a passing grade of C- in the course, OSCEs must be passed**
(criterion for a passing grade for each OSCE is individualized. Please see the Lab Manual for Grading Criterion)

2. Written Paper (25%)

Students are to write a 1500-2000 word scholarly paper according to APA format. The due date for the paper is October 12th at 1600hrs. See paper marking criteria.

Due Date for Paper: October 4th, 2004

Purpose: The student will gain a greater understanding of Watson's theory, Nursing: The philosophy and science of caring

Activity:

- Discuss the origin and development of the Watson's theory.
- Describe and analyze the four metaparadigm concepts of the model.
- Discuss how this model can be applied to an area of nursing practice as described in the course description, referring to at least three research articles to support the discussion.

3. Final Exam (20%)

The final exam will be comprised of multiple choice and short answer questions. Questions will arise from your core concept map including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources. Please refer to your core concept map in your learning package.

The exam is scheduled for Oct. 18th, 2004.

Each final exam will be given a percentage out of 100. Your grade will be based on your percentage according to the following grid:

Grade	Designation
A+	Excellent
A	
A-	First Class Standing
B+	
B	Good
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Fail

4. Triple Jump (20%)

The focus of the learning issue is any topic deemed a **priority** for nursing practice; that is, interacting with clients with chronic, less acute and short term variations in health. Students will engage in individual brainstorming and will be asked to identify a critical question to research. It should be noted that scenarios for the triple jump may contain new disease processes/pathology. The triple jump worksheet with instructions will be given at the time of writing.

Triple Jump marking criteria and grading guides will be given during the assignment.

Triple Jump: September 22nd.

5. Tutorial Evaluation(20%)

Students will be required to submit daily self evaluations as well as complete a daily peer- evaluation. A formative self-evaluation at midpoint in the course and a summative self-evaluation at the end of the course will be completed and submitted to the tutor (see attached forms:

For each student the tutor will consider input from the individual and peers to arrive at the final grade. By the end of the course the student must consistently demonstrate appropriate behaviors in order to pass.

Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course. Students who do not attend (excused or not) will obtain a mark of zero on that day's peer evaluation. If a student is late, marks will also be deducted from the peer evaluation.

Final Tutorial Evaluation October 19th-20th.

6. Pre-tests (15%)

The purpose of the pretest is to ensure students have a basic and common understanding of the content and concepts at the beginning of the scenario. This will facilitate group discussion and critical thinking related to the content. Quizzes will be given after the brainstorming and before presentation of material on the Mondays. Students will receive a zero if they are unable to attend to write the quiz for that day (excused or not). The lowest score of one of your pre-tests will be eliminated from the overall mark.

Grading for Pre-tests:

Each pre-test will be given a score. The total of all pre-test scores will be given a percentage out of 100. Your grade will be based on your percentage according to the following grid:

Grade	Designation
A+	<i>Excellent</i>
A	
A-	<i>First Class Standing</i>
B+	
B	<i>Good</i>
B-	
C+	
C	

<i>C-</i>	<i>Satisfactory</i>
<i>D+</i>	<i>Minimal Pass</i>
<i>D</i>	
<i>F</i>	<i>Fail</i>

Marking Guide for NS 2900 Scholarly Paper

<i>Topic</i>	<i>Criteria</i>	<i>Weight</i>
<i>Introduction</i>	<ul style="list-style-type: none"> · <i>Introduces topic</i> · <i>Clearly States purpose of the paper</i> 	<i>/5</i>
<i>Theory</i>	<ul style="list-style-type: none"> · <i>provides a definition of a nursing theory</i> · <i>indicate the purpose of nursing theories</i> · <i>Discuss the history of nursing theories</i> 	<i>/10</i>
<i>Watson's Theory</i>	<ul style="list-style-type: none"> · <i>Describes the origin and the development of Watson's theory of nursing</i> 	<i>/20</i>
<i>Metaparadignms</i>	<ul style="list-style-type: none"> · <i>clearly identifies the four metaparadigms</i> · <i>inicates how the metaparadigms relate to Watson's theory of nursing</i> 	<i>/25</i>
<i>Nursing Practice</i>	<ul style="list-style-type: none"> · <i>Identify a brief example of a situation you had with a client and how you would apply Watson's model to this example.</i> · <i>Indicates how this model applies to an area of nursing practice.</i> · <i>indicates implications the model has for nursing practice.</i> 	<i>/30</i>
<i>Conclusion</i>	<ul style="list-style-type: none"> · <i>Clearly summarizes paper</i> · <i>indicates logical conclusions</i> 	<i>/5</i>
<i>Format</i>	<ul style="list-style-type: none"> · <i>Paper is free of typographical and grammatical errors.</i> · <i>Paper is written in a logical and easy to follow sequence.</i> · <i>APA referencing is used correctly throughout paper.</i> · <i>Appropriate use of a variety of resources used to support ideas.</i> 	<i>/5</i>

Total

/100

UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM
Scholarly Paper - Grading System Descriptions

Outstanding A+	<i>Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of theoretical and/or empirical knowledge. Consistent identification of salient argument(s) throughout. Objective application of evidence and reasons to support warranted, justified conclusions and appropriate generalizations in relation to the topic. Grammatical presentation and APA format requires minimal revision.</i>
Excellent A to A-	<i>Excellent writing ability demonstrated. Paper has structure and is well organized. Identifies relevant ideas. Creative and thorough integration of theoretical and/or empirical knowledge with own ideas. Thoughtfully evaluates major alternative points of view. Draws warranted conclusions. Grammatical presentation and APA format requires minimal revision.</i>
Very Good B	<i>Sound writing ability evidenced. Structure and organization of paper is appropriate. Integration of theoretical and/or empirical knowledge is evident. Accurate interpretation of evidence, statements, graphics, and questions related to the topic, allows for identification of most key ideas. Justifies conclusions appropriately. Grammatical presentation and APA format requires some revision.</i>
Good C +	<i>Generally well written with some specific areas regarding structure and/or organization requiring improvement. Integration of theoretical and/or empirical knowledge with own ideas is evident in the identification of key ideas. Offers some relevant supporting evidence for ideas. Draws conclusions. Explanation of assumptions and reasons for conclusions is inadequate. A few incorrect grammatical structures and spelling errors evident. APA format requires some revision.</i>
Satisfactory C to C-	<i>Acceptably written with several specific areas regarding structure and organization needing improvement. An attempt to integrate theoretical and/or empirical knowledge with own ideas is evident. Identifies a few key ideas, however information is incomplete and/or superficial. Several incorrect grammatical structures and spelling errors are present. APA format is inconsistently followed throughout the paper.</i>
Pass D	<i>Content is present, however there is a lack of structure and organization within the paper. Poor integration of theoretical and/or empirical knowledge with own ideas. Little evidence of analysis or evaluation of alternative points of view. Justifies few conclusions with superficial explanation of reasons. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.</i>
Fail F	<i>Organization and scope of ideas are inadequate. Misinterprets evidence, statements, graphics, questions etc. Draws unwarranted or fallacious conclusions. Many grammatical and spelling errors. Minimal evidence of APA format.</i>
Fail F	<i>Writing demonstrates inability to carry out assignment directions. Information superficially addressed. Ignores obvious alternative points of view Grammar and format of paper are poorly done.</i>
Fail F	<i>Paper not handed in; paper plagiarized.</i>

Context Based Learning (CBL) Faculty and Student Roles in Tutorial Setting

A. Tutor Role

- 1. In order to facilitate the CBL principle that learning is deliberate, focussed, and outcome-oriented, the tutor:**
 - a. understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
 - b. serves as a learning process guide rather than a content expert for students oriented towards learning focussed context-based learning outcomes.

- 2. In order to facilitate the CBL principle that students are active, involved, independent learners, the tutor:**
 - a. guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
 - i. discover what it is they do not know or understand
 - ii. determine what they need to learn
 - iii. determine how they will go about meeting their learning needs
 - iv. seek credible resources that adequately address their learning needs
 - v. synthesize information in relation to the demands of the context-based situation
 - b. encourages students to be critical thinkers through a facilitative process that involves first modelling, then coaching and eventually mostly observing the students in action.

- 3. In order to facilitate the CBL principle that learning is deliberate, deep, reflective, critical activity, the tutor:**
 - a. challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g. "Are there other possibilities you may not have thought of?"; "Let's stop and review our hypothesis again.")
 - b. encourages students to question their own ideas and hypotheses (e.g., "Do the rest of you agree with that?"; "What is the supporting evidence for that idea?"; "What do you mean?"; "How do you know that's true?"; "Can you please explain that to us?"; or, "Why do you want to know that?")
 - c. probes even after students feel they have learned (e.g. "What does that do for you?", "What does it mean in terms of your ideas about the situation?")

- 4. In order to support the development of constructive group dynamics, the tutor:**
 - a. expects and feels comfortable with the various phases of group development
 - b. uses facilitative communication skills that support task and maintenance group functions
 - c. fosters discussion patterns in group that involve all students
 - d. encourages debate and disagreement, among group members
 - e. supports decision-making process that has the support of all group members
 - f. addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress
 - g. models constructive ways of giving others feedback about their contributions to group process

- 5. In order to facilitate evaluation of student tutorial performance, the tutor:**

- a. *reviews and clarifies overall programme goals with those of each context-based learning situation*
 - b. *helps students articulate personal learning objectives and the means by which to evaluate whether and how well each of those objectives is attained.*
 - c. *provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student*
 - d. *prepares an evaluative report for each student indicating whether the expected tutorial learning outcomes for a given term have been achieved*
- 6. *Respecting learner needs that are both individually unique and common to groups of students, the tutor:***
- a. *helps students realize that each one comes to the group with valuable skills and experiences*
 - b. *listens to student concerns with open verbal/non-verbal communication behaviors*
 - c. *supports students on a personal level, building them up not putting them down*
 - d. *encourages during periods of frustration thus encouraging students to believe in their capabilities.*
 - e. *is open to variation as well as commonalities in life experience; accepts differences in opinion*
 - f. *attends to group process in tutorials with interest and enthusiasm so that students feel what they are experiencing matters*
 - g. *is flexible in scheduling time to meet with students outside of usual tutorial times*
- 7. *In order to create a climate of trust in a tutorial setting, the tutor:***
- a. *both models and supports individual risk-taking behavior reflecting moves from comfortable to new positions and roles*
 - b. *respects the behaviors and roles assumed by group members*
 - c. *asks group for permission before assuming leadership role in group process work*
 - d. *follows words, promises and commitments through with actions*
 - e. *models willingness and ability to identify personal strengths and weaknesses that influence group functioning.*

B. *Student Role*

- 1. *Students take an active, independent approach to their learning by:***
- a. *determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum*
 - b. *directing their own inquiry through group process work*
- 2. *Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:***
- a. *attending scheduled CBL group sessions as a requirement of the undergraduate program*
 - b. *being prepared for group sessions by having completed their work assignment previously determined by their group*
- 3. *Students share equally in group roles and responsibilities that facilitate their learning through group process work by:***
- a. *helping group members to focus on givens situations through reading it aloud*
 - b. *recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning*
 - c. *moderating group sessions and keeping track of learning issues and responsibilities for next session*

- d. *keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.*
- 4. *Students follow through with the analysis and decision-making process associated with CBL situations specifically by:***
- a. *identifying learning issues within a given situation*
 - b. *determining group member assignments needed for pursuing the learning issues*
 - c. *individually or collectively completing assignments as planned by group*
 - d. *sharing what has been learned, interpreted and synthesized with entire group*
 - e. *participating in the end-of-session review of each CBL situation*
 - f. *encouraging and supporting participation of other group members during group sessions*
 - g. *appraising credibility of information shared in group sessions according to sources utilized and cited by group members*
 - h. *providing feedback about individual and collective group member performance to group as a whole*
 - I. *being open to receiving feedback about own performance and contribution to group process from fellow group members*
- 5. *Students demonstrate respect and responsible for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:***
- a. *taking only the resources and materials that are necessary for learning issue being pursued*
 - b. *returning resources and materials promptly when finished using them.*

*Developed by J. Boman in
Collaboration with U of A Tutors
August 27, 1997*

**NURSING 2900
FALL 2004
EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL**

Name:

Final Grade:

Participation in Group

	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Marginal</i>	<i>Failure</i>
<i>Is punctual for tutorial</i>					
<i>Attends all tutorials</i>					
<i>Respects the right of group members to express their ideas & opinions</i>					
<i>Listens and responds to others with respect</i>					
<i>Contributes to the development/maintenance of group objectives/norms</i>					
<i>Helps to keep the group task-oriented</i>					
<i>Communicates ideas and information effectively</i>					
<i>Assists group members in their learning</i>					
<i>Provides group members with constructive, meaningful feedback</i>					
<i>Takes constructive action to deal with group conflicts & concerns</i>					
<i>Identifies, justifies &/or discards assumptions</i>					
<i>Promotes deeper understanding of topics by raising significant points, asking relevant questions & proposing related concepts, ideas</i>					
<i>Openly examines own & alternate points of view for strengths & weaknesses in addressing the subject, problem or question at hand</i>					
<i>Uses information that supports claims; considers alternative information that offers contradictory evidence</i>					
<i>Encourages/facilitates participation of others</i>					
<i>Relates to peers collaboratively & as resources for learning</i>					

Comments:

Presentation of Content

	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Marginal</i>	<i>Failure</i>
<i>Presents content that is relevant to the learning goals & objectives</i>					
<i>Identifies, explains, explores & uses key concepts with precision & with supporting rationale</i>					
<i>Explores possible strategies to address questions or issues</i>					
<i>Demonstrates creativity</i>					
<i>Describes own reasoning/thinking processes</i>					
<i>Comes prepared with tasks completed as negotiated with the group</i>					
<i>Identifies a variety of valid resources in collecting information</i>					
<i>Fosters group discussion</i>					

Comments:

Self Direction

	Excellent	Very Good	Good	Marginal	Failure
Identifies self assessment of learning & possible gaps in knowledge					
Identifies own strengths & weaknesses that affect group & individual learning					
Demonstrates understanding of differences between tutor -directed and self-directed learning; views tutor as facilitator & additional resource					
Collects & validates information gathered to conduct self-assessment					
Passes OSCE 1 st time (Excellent), 2 nd time (Good), 3 rd time (Failure)					

Comments:

Tutor General Comments:

Signatures:

Tutor: _____ Student: _____

Date: _____

Grading Distribution for Tutorial Evaluation

This guide has been developed to assist students and tutors to discriminate between the levels of achievement of course and program objectives.

A - Excellent

Participation in Group

The student consistently fosters group process by assisting in the development and maintenance of group norms; acknowledging and facilitating the contributions of others in the group; participating in discussion of both non-controversial and contentious issues in a thoughtful, fair and respectful manner using effective communication skills; respecting the right of others to express their ideas and opinions; providing analytical constructive feedback at an exemplary level based on the evaluation criteria and established group norms; playing a leadership role in identifying and helping to resolve concerns or issues; is frequently looked to by other group members to assist in group process.

Self Direction

The student consistently demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating clear understanding of the differences between teacher directed learning and student directed learning and articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors in an intentional and mature manner.

Presentation of Content

The student facilitates both group and own learning by consistently presenting relevant information in a thorough, concise manner; by identifying, explaining, exploring and using key concepts to further discussion; promoting deeper understanding of topics by raising significant points, asking relevant questions, and proposing related concepts and ideas; exploring assumptions of self and others in a thoughtful and reflective manner, using creative and innovative approaches, analyzing various approaches and points of view at an above average level, demonstrating an open and mature attitude to various aspects of this learning experiences; and describing own thinking processes

B - Good

Participation in Group

The student fosters group process very well by assisting in the development and maintenance of group norms; acknowledging and facilitating the contributions of others in the group on a regular basis but could do more of this; participating in discussion of both non-controversial and contentious issues in a thoughtful, fair and respectful manner generally using effective communication skills most of the time; respecting the right of others to express their ideas and opinions without cutting people off or putting them down; providing analytical constructive feedback based on the evaluation criteria and established group norms although tends to focus on more positive aspects; often playing a leadership role in identifying and helping to resolve concerns or issues; is looked to by other group members to assist in group process.

Self Direction

The student consistently demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly ut may need assistance and further role modeling to maintain this level; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating understanding of the differences between teacher directed learning and student directed learning and with some assistance articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors, usually in an intentional and mature manner

Presentation of Content

The student facilitates both group and own learning by presenting relevant information in a thorough and concise manner; by usually assisting the group in identifying, explaining, exploring and using key concepts to further discussion; promoting deeper understanding of topics by raising significant points, asking relevant questions, and proposing related concepts and ideas; exploring assumptions of self and others in a thoughtful and reflective manner, using creative and innovative approaches, analyzing various approaches and points of view at an above average level, demonstrating an open and mature attitude to various aspects of learning experiences; and describing own thinking processes at a beginning level of analysis; and focusing on significant information although at times articulation of ideas could be sharper, more concise.

C - Satisfactory

Participation in Group

The student consistently fosters group process by assisting in the development and maintenance of group norms; generally acknowledging and facilitating the contributions of others in the group although occasionally needs reminders to fcus on group process; participating in discussion of issues in a thoughtful, fair and respectful manner usually using effective communication skills, although tends to steer away from contentious or emotionally-charged subjects and needs some assistance to connect with the group during these discussions; respecting the right of others to express their ideas and opinions; providing constructive but generally positive or superficial rather than in-depth and honest feedback; assuming leadership and other roles assigned formally within the group but generally does not exert informal leadership or facilitation; being generally seen as an integral member of the group and contributor to group process but is a less assertive member in terms of leadership.

Self Direction

The student demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly with group and/or tutor assistance; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating some understanding of the differences between teacher directed learning and student directed learning and articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors in an intentional and mature manner.

Presentation of Content

The student facilitates group and own learning by usually presenting relevant and fairly detailed information that contributes to overall understanding of subject, although selection of material may be at an average or commonplace level and lacking analysis and synthesis; by working on the ability to

identify, explain, explore and use key concepts to further discussion; promoting further understanding of topics by raising significant or new points, asking relevant or key questions; identifying and possibly exploring assumptions of self and others in a thoughtful manner, using creative approaches, analyzing various approaches and points of view at an average level but needs assistance to examine fully, demonstrating an open and mature attitude to various aspects of this learning experience; and describing own thinking processes at a beginning level.

D - Poor, Minimal Pass

Participation in Group

The student is inconsistent in fostering group process although does assist in the development of group norms but possibly not in the maintenance of same; occasionally acknowledging and facilitating the contributions of others in the group but generally has low level of participation; generally avoiding participating in discussion of issues although may jump in and is usually respectful although some improvement is required in using effective communication skills; respecting the right of others to express their ideas and opinions; providing feedback at a superficial level and in a generally non-facilitative manner and not using the evaluation criteria and established group norms; avoiding leadership and other duties within the group and generally lacking in assertive behaviours.

Self Direction

The student generally requires on-going and consistent assistance to reflect on own ability to identify strengths and weaknesses and to realize the impact of behaviours on the group process and/or learning of self and others. With feedback identifies areas for improvement and strategies to address same but is lacking independence and insight into value of own learning experiences

Presentation of Content

The student fails to facilitate either group and own learning by consistently presenting irrelevant information although with assistance from group members or tutor does offer significant information; by needing a lot of assistance to identify, explain, explore and use key concepts ; by having difficulty in promoting deeper understanding of topics, sometimes bringing in irrelevant material, asking irrelevant or off topic questions, and proposing unrelated concepts and ideas; failing to consistently explore assumptions of self and others, using commonplace or limited approaches, having difficulty independently analyzing various approaches and points of view; demonstrating an open and mature attitude to various aspects of this learning experiences; and is generally unable to work through own thinking processes with any significant level of analysis.

F - Failure

Participation in Group

The student does not value group process. The student has their own agenda, does not negotiate with others or value group process; student does not participate in the group. Does not show respect to other members of the group. Feedback at a superficial level and in a generally non-facilitative manner and not using the evaluation criteria and established group norms; avoiding leadership and other duties within the group and generally lacking in assertive behaviours. Resistant to group process and thus interferes with the learning of others. Interrupts and cuts off people without reason and not recognizing

they did it. Cannot differentiate between opinion and fact. Does not maintain confidentiality of individuals or group.

Self Direction

Student lacks self awareness and is not accepting of feedback. Not motivated and lacks insight into changing behaviours. Behaviour does not change despite feedback. Does not seek help.

Presentation of Content

The student fails to facilitate either group and own learning by consistently presenting irrelevant information, by having difficulty in promoting deeper understanding of topics, often bringing in irrelevant material unrelated to the question, information is confusing and not easy to follow. Information stimulates no interest. Does not use credible resources or stimulate group discussion. Asking no questions, and proposing unrelated concepts and ideas; failing to consistently explore assumptions of self and others, using commonplace or limited approaches, having difficulty independently analyzing various approaches and points of view; demonstrating an open and mature attitude to various aspects of this learning experiences; and is generally unable to work through own thinking processes with any significant level of analysis. Does not evaluate classmate's understanding. Does not understand content and was not able to explain it.