UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM

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

NURSING 2940

Winter 2008

COURSE OUTLINE

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**Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2006**

<p align="center">**Nursing 2940**</p>

Course Outline

CALENDAR STATEMENT:
NURS 2940 Nursing in Context B *5 (fi 10) (second term, 1.5-6s-3 in 6 weeks).
Prerequisites: NS 2900, (NS 2910 or 2950).

COURSE HOURS: LEC: 9 SEM: 36 LAB: 18

COURSE DESCRIPTION:
Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of rehabilitation, restoration and support of clients experiencing chronic and less acute variances in health with increasing situational complexity.

COURSE OBJECTIVES:

LEVELS OF INDEPENDENCE
In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: clinical tutor tells student what to do, about steps to take

Information: clinical tutor tells student specifics about a concept, topic

Clarification: clinical tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: clinical tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: clinical tutor provides positive feedback for correct information and direction provided by the student

Consultation: student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: indicates that input is provided by clinical tutor now and then

Based on the learning goals from the Learning Packages, the current Core Concept Map, and site specific labs, upon completion of Nursing 2940, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE
1. **Practices within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**
    Independently:
- demonstrates integrity
- demonstrates responsibility and accountability

    With guidance:
- demonstrates respect for values, beliefs and rights of others

    With minimal assistance:
- demonstrates application of legal and ethical standards
  - plagiarism
  - confidentiality
  - Code of Student Behavior
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

2. **Engages in strategies for social and political action at a beginning level**
    With minimal assistance:
- differentiates own values / needs/ rights / obligations from values / needs / rights / obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
- identifies nursing issues requiring social and political action
- discusses the role of the individual nurse in social and political action
- discusses the role of professional nursing organizations in social and political action
- describes the planning process for engaging in social and political action

3. **Demonstrates skills and attitudes necessary for life-long learning**
    Independently
- demonstrates personal responsibility for learning

KNOWLEDGE BASED PRACTICE
4. **Applies a critical thinking approach to nursing**
    With minimal assistance:
- applies critical thinking strategies in developing sound clinical judgment in relation to restoration, rehabilitation and support
- applies creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to restoration, rehabilitation and support

5. **Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**
    With minimal assistance:
- explores selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to less acute variations in health

- explores selected areas of nursing knowledge related to scope of practice and professional legislation

6. **Demonstrates evidence based practice.**
   With minimal assistance:
   - utilizes credible resources (research studies, experts, and others)
   - examines research findings related to nursing situations
   - describes the significance of research to practice (research studies, experts, and others)
   - identifies nursing problems that require investigation.

7. **Applies nursing and other relevant models/theories in the professional practice of nursing.**
   With minimal assistance:
   - discusses the use of nursing models / theories / metaparadigms
   - identifies models / theories from other disciplines and their application into nursing
   - explores the application of selected nursing models / theories into nursing practice.

8. **Demonstrates competence in health care informatics.**
   With minimal assistance:
   - uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

PROVISION OF SERVICE TO PUBLIC
9. **Applies concepts and principles of primary health care.**
   With minimal assistance:
   - discusses principles of primary health care with healthy individuals across the lifespan
   - discusses knowledge of health determinants in client situations
   - discusses selected health promotion activities with individuals
   With assistance:
   - discusses selected strategies with aggregates

10. **Demonstrates caring relationships in professional situations.**
    With minimal assistance:
    - discuss how caring behaviors can influence health and healing
    - demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
    - discuss caring relationships with clients

11. **Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**
    With minimal assistance:
    - develops cooperative relationships with others to ensure learning goals are met

12. **Demonstrates beginning leadership, management and administrative skills.**
    With minimal assistance:
    - uses effective time management strategies in coordinating client care

- describes leadership roles
- uses decision-making processes
- effectively leads a small group
- effectively performs an accurate appraisal of self and others

13. **Demonstrates the ability to deal with ambiguity and diversity.**
    With minimal assistance:
    - identifies effects of ambiguity and diversity in all learning environments
    - identifies ambiguity and diversity in selected nursing situations
    - identifies own pattern of dealing with the effects of ambiguity and diversity
    - selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations

14. **Demonstrates competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**
    With minimal assistance:
    - identify steps of nursing process
    - uses appropriate verbal communication skills
    - uses appropriate written communication skills
    - discusses effective client education
    - discusses prioritization of nursing activities
    - performs selected assessment skills in a competent manner
    Independently:
    - performs selected psychomotor skills in a competent manner – lab setting

CONTEXT BASED LEARNING
15. **Demonstrates proficiency with CBL process.**
    With minimal assistance:
    - Demonstrates effective use of skills in self-directed, context-based, small group learning in clinical, tutorials and conferences.

REQUIRED RESOURCES
1. Core Concept Map: Nursing 2940
2. Working Definitions (on Blackboard)
3. Learning Packages
4. Graduate Competencies and Year End Outcomes (on Blackboard)
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
7. Tutorial Assessment Guide (TAG)
8. Lab Manual

REQUIRED TEXTBOOKS

Ackley, B., & Ladwig, G. (2006) *Nursing Diagnosis Handbook: A Guide to Planning Care.*
St. Louis: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2006*). Medical-Surgical Nursing in Canada: Assessment and management of clinical problems (1st ed.).* St. Louis: Mosby.

Marriner Tomey, A. & Raile Alligood, M. (2006). *Nursing theorists and their work (6th ed.).* St. Louis: Mosby.

McCance, K. L. & Huether, S. E. (2006). *Pathophysiology: The biologic basis for disease in adults and children (5th ed.).* St. Louis: Mosby.

Osis, M. (2003). *Dosage Calculations in SI Units. (4th ed.).* St. Louis: Mosby.

Potter, P. A. & Perry, A. G. (2006). *Canadian fundamentals of nursing (3rd ed.).* St.Louis: Mosby.

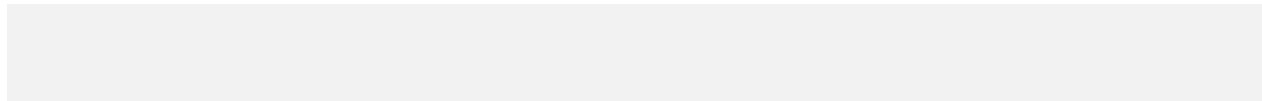Wilson, S. F. & Giddens, J. F. (2005*). Health assessment for nursing practice.* St. Louis: Mosby.

RECOMMENDED RESOURCES

Johnson, Bulechek, Butcher, & Dotcherman (2006) *NANDA NOC and NIC Linkages,* St. Louis: Mosby.

REQUIRED LEARNING EXPERIENCES

1.   CBL Tutorial
2.   Lab Activities

REQUIRED EVALUATION

1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 2 outcomes (from Graduate Competencies & Year End Outcomes document).

Important Policies!!!

Withdrawal Date:

As our semesters run on two 7 week courses, the withdrawal deadline for NS 2940, with permission, is **Friday, January 25th, 2008** as per the GPRC 2007/2008 Calendar. 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:

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 2007/2008 Calendar on pages 43-46.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2007/2008). 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 44-45 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	
A	4.0	Excellent
A-	3.7	First Class
B+	3.3	Standing
B	3.0	
B-	2.7	Good
C+	2.3	
C	2.0	
C-	1.7	Satisfactory

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 2007/2008 College calendar p. 37 for further details regarding the grading policy and pages 122-123 regarding Progression Criteria in the Bachelor of Science in Nursing program.

Grade Distribution

NS 2940

Name:_____ Tutor:_____

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

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.

Evaluation	Grade	4-point Equivalent	Percentage of Total Mark	Value

Ethics Paper			30%	
Exam # 1			20%	
Exam # 2			35%	
Tutorial Eval.			15%	
OSCE			Pass/Fail	
			Total	

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 the 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 tutor. **Your final exams can be viewed by setting up an appointment with your tutor.**

COURSE EVALUATION

In order to pass Nursing 2940 (ie: receive a grade of C-) it is 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.

ITEM	VALUE
1. Ethics Paper	30%
2. Exam # 1	20%

3. Exam # 2	35%
4. Tutorial Evaluation of Behaviors in CBL	15%
5. OSCE	Pass or Fail

1. Ethics Paper   (30%)

Students will write a 1500-2000 word (8-10 pages) scholarly paper according to APA format. Students are to pick one of the 4 scenarios included in the course outline and to refer to the guidelines and grading criteria.

Due date for the paper is February 4, 2008 at 0830.

2. Exam # 1 (20%)

The mid-term exam will be comprised of multiple choice and short answer questions on content covered in the Adam and Mr.Tran scenarios. 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 mid-term exam is scheduled for January 18, 2008, 0830 - 0950 in A212.

3. Exam # 2   (35%)

The final exam will be comprised of multiple choice and short answer questions on content covered in the Norman, Kathy and Janet scenarios. 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.

<mark>The final exam is scheduled for February 8, 2008, 0830 – 0950 in A212</mark>

Please refer to the Examination Policies located in your Student Handbook.

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. Tutorial Evaluation (15%)

Students will be required to submit self evaluations as well as complete peer-evaluations at the end of each scenario. 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.

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.

Evaluation of student in tutorial will be based on the course objectives and on:

- Content
- Critical Thinking
- Group process
- Communication
- Nursing Practice
- Writing across the curriculum

Mid-term Evaluations will be scheduled on January 25rd, 2008.

Final Evaluations will be scheduled on February 15th, 2008

5.   OSCE (pass/fail)

OSCE practice and OSCEs will be scheduled this semester during regular lab time.

OSCE Practice   February 6, 2008, 1300 – 1600 H225

OSCE   February 12, 2008, 1130 – 1420 H225

OSCE   February 14, 2008, 1130 – 1420 H225

OSCEs to be 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,*

*the OSCE must be passed***

Ethics Paper

Students pick one of the 4 scenarios and write a 1500-2000 word (8-10 pages) scholarly paper (using APA format).

Scenario # 1

You are a new graduate of six months working night shift on a small cancer unit. There are two RN's on this unit. Mr. V. has been in and out of the unit several times over the last few months. He has liver cancer and has gone through several episodes of chemotherapy.

Mr. V. recently joined the hospice program. His current admission is for pain control with orders to start a morphine drip to be regulated for pain control. The only set parameters indicated by hospital policy are to decrease the drip when respirations are less than twelve breaths per minute. Mr. V. requests that the drip be increased several times during your shift. Even though he does not appear to be in any discomfort, you increase the drip. His wife has been staying with him since his admission. On your final round of the shift, Mr. V. requests that the drip be increased again, stating that the pain is increasing. You note that his respirations remain at 12 breaths per minute.

Scenario # 2

You are a student nurse. As part of your mental health practicum, you have been placed with a social worker at Social Services. You have just finished a placement in an acute psychiatric hospital setting where you nursed a client experiencing situational depression with suicidal ideation related to dealing with allegations of molestation. Social Services is currently investigating to determine if the children of your former client are in need of protection. The social worker asks you for information about your former client.

Scenario # 3

You are a new graduate working in a long term care facility. As you begin your evening shift, you discover that one of the residents, Mr. G. has become quite ill. He has had various health problems for number of years, including heart disease and diabetes. In the past year he was also diagnosed with Alzheimer's Disease, and does not recognize family members when they come to visit.

As the evening progresses, you note his condition has worsened. At one point he says to you "please let me die." Upon looking through the patient's chart, you notice that the family has requested a full code for this patient. The family tells you that everything possible must be done for their loved one.

You are concerned about what you should do if you enter Mr. G's room and find him without respirations and without a pulse.

Scenario # 4

Student chooses an ethical dilemma that they have faced in the clinical setting. It is a good idea to check with your tutor prior to completing the paper to see if it is an appropriate situation to analyze.

Ethics Paper Guidelines
Nursing 2940

Introduction:
Introduces topic and identifies content and purpose of paper

Body:
Identifies and describes ethical issues and dilemma from scenario
Uses ethics theory and professional guidelines to discuss aspects of the dilemma.
Discusses goals of care from the perspective of relevant stakeholders (client, family, nurses, and/or the public)
Identifies legal responsibilities of the nurse
Describes plan of action/care. Provides rationale for clinical judgment.
Discusses implications/consequences of care plan.

Conclusion
Summarizes content of paper

Format
- clear and creative expression of ideas
- ideas are presented in a logical fashion
- references are well integrated throughout paper
- use approximately 1 reference per page
- use of appropriate references
- appropriate use of APA format 5th edition
- consistency of writing style
- uses appropriate headings

****There are resources available in the library and on reserve for students.

An excellent article to use is:

http://www.nurses.ab.ca/pdf/Ethical_Decision-Making_for%20_Registered_
Nurses_in_Alberta_Guidelines_and_Recommendations.pdf

NS 2940 – Grading Guide Ethics Paper

	A	B	C	D	F
Introduction	Introduction is present, comprehensive, clear and concise. Clearly identifies the purpose of the paper.	Introduction is present, clear and concise and identifies the purpose of the paper.	Introduction is present, but vague. Superficially identifies the purpose of the paper.	Introduction is present, but vague. And does not identify the purpose of the paper.	Introduction is missing
Description of Ethical Issues	Clearly and comprehensively identifies the ethical issues and dilemma from the scenario chosen. Uses a variety of literature to explain the ethical dilemma.	Clearly identifies the ethical issues and dilemma from the scenario chosen. Uses literature to explain the ethical dilemma.	Superficially identifies the ethical issues or dilemma from the scenario (but one of the two is missing). Uses limited literature to explain the ethical dilemma.	Superficially identifies the ethical issues or dilemma from the scenario (but one of the two is missing). Does not use literature to explain the ethical dilemma.	Does not identify ethical issues or ethical dilemma.
Ethical Decision Making Process	A comprehensive description of the ethical decision making process is identified, explained and the literature is used to clearly and concisely related the ethical situation, present in the paper.	A description of the ethical decision making process is identified, but not explained and the use of literature is used to relate to the ethical situation present in the paper.	A superficial description of the ethical decision making process is identified, not explained and literature is superficially used to relate to the ethical situation in the paper.	A vague description of the ethical decision making process is identified, not explained and the literature is not used to relate to the ethical situation present in the paper.	Does not use an ethical decision making process to support paper.

Legal Issues	Clear and comprehensive explanations of the legal issues are provided using literature to support own ideas.	A very good explanation of the legal issues is provided using literature to support own ideas.	A superficial explanation of the legal issues is provided and the literature used to support own ideas is superficial and brief.	A vague explanation of the legal issues is provided and the literature is not used to support own idea.	Does not identify legal issues.
Nursing Care and Implications	A comprehensive reflection on nursing care in the patient's situation is provided. Examples are provided using the literature to support data. Implications for you as a nurse after knowing this information are identified and a comprehensive reflection into the practice of nursing is explained.	A reflection on nursing care in the patient's situation is provided. Examples are provided using the literature to support data. Implications for you as a nurse after knowing this information are identified to support the practice of nursing.	A superficial explanation of nursing care is provided but not related to the patient's situation Examples are vague and superficial explanations using the literature to support data are provided. Implications for you as a nurse after knowing this information are not identified to support the practice of nursing.	A vague explanation of nursing care is provided but not related to the patient's situation Examples using the literature to support data are missing Implications for you as a nurse after knowing this information are not identified to support the practice of nursing.	Implications for nursing care are missing, irrelevant to the scenario identified in the paper.

Conclusion	Conclusion is present, comprehensive, clear and concise. Clearly and accurately summarizes content of the paper and identifies implications for future nursing practice, education or research.	Conclusion is present, Clearly summarizes content of the paper and identifies implications for future nursing practice, education or research.	Conclusion is present, Superficially summarizes content of the paper but does not identify implications for future nursing practice, education or research.	Conclusion is present, Superficially vaguely summarizes content of the paper, introduces new concepts not identified in the paper and does not identify implications for future nursing practice, education or research.	Conclusion is missing.
Format	APA format followed throughout. Content is clearly presented with minimal spelling and grammatical errors.	APA format requires minimal revision. Content is presented with few spelling and grammatical errors.	APA format requires some revision. Content is presented with several spelling and grammatical errors.	APA format requires considerable revision. Content is presented with a lack of structure and organization and incorrect spelling and grammatical errors is evident.	APA is not followed. Organization and scope of ideas are inadequate, with many errors in grammar and spelling.

NS 2940 Tutorial Assessment Guide

A: Excellent   B: Very Good   C: Good, Average, Satisfactory   D: Minimal Pass   F: Fail

TUTOR NAME: _____**DATE:** _____ **HRS MISSED:** _____

STUDENT NAME: _____ **FINAL GRADE:** _____

	A	B	C	D	F

1. CONTENT
  1.1 With assistance, apply selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models.
 	
  1.2 With assistance apply the values expressed in the CNA Code of Ethics.
 	
  1.3 With guidance, identify elements of effective group process.
 	
  1.4 With assistance, apply criteria used to determine the credibility of resources.
 	
  1.5 With minimal assistance, identify information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards).
 	
  1.6 With assistance, discuss elements of critical thinking:
    1.6.1 deliberate and organized
    1.6.2 significant and relevant brainstorming
    1.6.3 comprehensive information
    1.6.4 significance of evidence-based information to practice
    1.6.5 identify predispositions to critical thinking
Comments:					

2. NURSING PRACTICE
  2.1 With assistance, explain how the nursing process can be applied to each scenario.
 	
  2.2 With minimal assistance, identify the significance of specific skills relevant to each scenario.
Comments:					

3. GROUP PROCESS
  3.1 With guidance, demonstrate respect for the values and beliefs of others.
 	
  3.2 Demonstrate responsibility and accountability to the development of group by:
    3.2.1 with minimal assistance, contribute to the development of acceptable group norms
    3.2.2 independently adhere to group norms of punctuality and presence
    3.2.3 with minimal assistance, adhere to the group norm of participation
    3.2.4 with guidance, identify behaviors inconsistent with group norms
    3.2.5 with minimal guidance, identify unprofessional behavior
    3.2.6 with guidance, identify issues and concerns					

	A	B	C	D	F

3.2.7   with minimal assistance, seek resolution to conflicts / concerns

3.2.8   with minimal assistance, help the group to evolve through the maturing process (forming, storming, norming, performing).

3.3 Demonstrate responsibility and accountability to the development of group by:
    3.3.1   with guidance, participate in the development of appropriate learning goals
    3.3.2   with minimal assistance, prepare for tutorial session
    3.3.3   with assistance, provide constructive feedback

3.4 With guidance, demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.

3.5 With guidance, demonstrate caring behaviors in interpersonal interactions.

3.6 With guidance, collaborate with peers to ensure that learning goals are met by:
    3.6.1   encouraging participation of others
    3.6.2   developing cooperative relationships with others

3.7 With minimal assistance, identify formal and informal power structures in the group.

3.8 With guidance, assume a variety of roles in the group, including leader, recorder, facilitator, motivator, and others as identified by the group.

3.9 With minimal assistance, demonstrate self-directed learning:
    3.9.1   identifying own style of working in the group
    3.9.2   monitoring own performance during tutorial
    3.9.3   actively learning about self through reflection
    3.9.4   accepting feedback
    3.9.5   actively identifying own strengths and areas for growth that affect the learning / tutorial process
    3.9.6   identifying strategies to address areas for change

3.10 With minimal assistance, identify situations of ambiguity and how diversity may affect group process.

3.11 With assistance, recognize how own values, beliefs and prior experiences contribute to assumptions made by self and others.

3.12 With minimal assistance, acknowledge how assumptions may affect group process/learning.
Comments:

	A	B	C	D	F

4. CRITICAL THINKING

4.1 With minimal assistance, demonstrate critical thinking:
      4.1.1   brainstorming thoroughly
      4.1.2   explaining, exploring and utilizing key concepts effectively
      4.1.3   proposing connections between concepts
      4.1.4   proposing concepts for further exploration

4.2 With minimal assistance, explore learning packages with depth and breadth by:
      4.2.1   using varied and creative resources
      4.2.2   developing content in a thorough manner
      4.2.3   contributing to discussion that is relevant to the learning goals
      4.2.4   openly examining own and other's points of view

4.3 With guidance, use credible resources

4.4 With minimal assistance, analyze articles for purpose, question/hypothesis, information, key concepts, assumptions, implications for nursing, conclusions.

Comments:

5. COMMUNICATION

5.1 Articulate ideas and information clearly.

5.2 Share personal information appropriately.

5.3 With guidance, facilitate group process by:
      5.3.1   orienting group members
      5.3.2   monitoring progress
      5.3.3   summarizing information effectively
      5.3.4   seeking direction as necessary
      5.3.5   being enthusiastic
      5.3.6   being sensitive to interpersonal dynamics
      5.3.7   providing feedback

5.4 With guidance, ensure the group's understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.

5.5 With guidance, intentionally apply a variety of communication skills.

Comments:

	A	B	C	D	F

6. WRITING ACROSS THE CURRICULUM
  6.1 Handouts are clear, legible and appropriate.
 	
  6.2 Electronic communication is clear, concise and appropriate. This includes e-mails, web CT
 	
  6.3 With minimal assistance, formative evaluations are concise, precise and relevant to criteria; includes examples.
 	
  6.4 With minimal guidance, summative evaluations are concise, precise and relevant with integration of specific examples.
Comments:					

STUDENT COMMENTS:

Signatures:

Tutor: _____   **Student:**_____

Date: _____

signature indicates student has read the above information