



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

Tutors: January/February Group A

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

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Nursing 2940
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).
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Important Policies!!!

Withdrawal Date:

As our semesters run on two 7 week courses, the withdrawal deadline for NS 2940, with permission, is **Monday, January 19th, 2009 (Group A) and Monday, March 16th, 2009 (Group B)** as per the GPRC 2008/2009 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 2008/2009 Calendar on pages 47-51.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2008/2009). 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 page 49 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.

<i>Alpha 4-point equivalence</i>		<i>Descriptor</i>
A+	4.0	<i>Excellent</i>
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 2008/2009 College calendar p. 41 for further details regarding the grading policy and page 119 regarding Progression Criteria in the Bachelor of Science in Nursing program.**

**Grade Distribution
NS 2940**

Name: _____ Tutor: _____

<i>Alpha 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>Professional Paper</i>			<i>30%</i>	
<i>Exam # 1</i>			<i>20%</i>	
<i>Exam # 2</i>			<i>35%</i>	
<i>Tutorial Eval.</i>			<i>15%</i>	
<i>OSCE</i>			<i>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 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.

<i>ITEM</i>	<i>VALUE</i>
1. Professional Paper	<i>30%</i>
2. Exam # 1	<i>20%</i>
3. Exam # 2	<i>35%</i>
4. Tutorial Evaluation of Behaviors in CBL	<i>15%</i>
5. OSCE	<i>Pass or Fail</i>

1. Professional Paper (30%)

Students will write a 1500-2000 word (8-10 pages) scholarly paper according to APA format. Students will take a position, for or against, one of the suggested topics. Provide a formal discussion with relevance to profession. Discuss the implications of the issue on nursing and yourself as a member of the profession. Utilize appropriate scholarly literature to support your position.

Due dates for the paper:

Group A: Monday, February 9th, 2009 at 0830

Group B: Monday, March 30th, 2009 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:

Group A: Friday, January 23rd, 2009 at 0830 – 0950

Group B: Friday, March 20th, 2009 at 0830 – 0950

3. Exam # 2 (35%)

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

The final exam is scheduled for:

Group A: Thursday, February 26th, 2009 1130 – 1420 Room TBA

Group B: Will be scheduled in the GPRC exam period April 14-24th. We DO NOT have any control on when this exam will be scheduled.

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

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

Final Evaluations dates TBA

5. OSCE (pass/fail)

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

Group A

OSCE Practice February 6th, 2009 0830 – 1120 H225

OSCE Testing February 10th & 12th, 2009 H225

Group B

OSCE Practice April 3, 2009 0830 – 1130 H225

OSCE Testing April 7th & 9th, 2009 H225

OSCEs to be tested will be chosen by the lab instructors. Please see Lab Manual for further information regarding grading.

******In order to pass this course you will require a minimum grade of C- AND pass the OSCE******

Guidelines for Issue Paper on Professionalism and Nursing

The Learning objectives:

Upon completion of the paper it is expected that you will be able to:

1. Define professionalism.
2. Identify relevant issues pertinent to nursing and professionalism.
3. Reflect on yourself as a nurse professional and how issues impact on practice.
4. Effectively use scholarly literature to argue your position.

Directions: Take a position, for or against, one of the suggested topics. Provide a formal discussion with relevance to profession. Discuss the implications of the issue on nursing and yourself as a member of the profession. Utilize appropriate scholarly literature to support your position.

Suggested Topics:

- Professional appearance and conduct are key to the Nursing image
- Mentoring and preceptorship are a professional responsibility
- Self assessment and reflection assist in personal and professional growth
- Utilization of the Nursing Code Ethics assists in solving ethical dilemmas
- Nursing Practice Standards ensure quality patient care
- Nursing research and evidence –based practice are essential in furthering the profession
- Your choice of another professional issue – to be approved by instructor

Due Date:

Group A: Monday, February 9th, 2009 at 0830

Group B: Monday, March 30th, 2009 at 0830

Suggested Format for Paper

I. Introduction

- A. Introduce issue**
- B. Take a position on issue**

II. Body

- A. Describe issue**
- B. Define Professionalism**
- C. Discuss professionalism and its importance in Nursing**
- D. Discuss the relevance of the issue to Nursing and profession**
- E. Discuss the Implications of the issue to personal practice**

III. Conclusion

- A. Summary of main points**
- B. Implications for the future**
- C. Final position on issue**

Nursing 2940: Issue Paper Grading Guide

	Excellent (A)	Very Good (B)	Good (C)	Marginal (D)	Unsatisfactory (F)
Introduction	Introduction is present, clear and concise. Clearly identifies the purpose of the paper.	Introduction is present, clear and concise. Adequately identifies the purpose of the paper.	Introduction is present, superficially identifies the purpose of the paper.	Introduction is present, but vague. Vaguely identifies the purpose of the paper.	Introduction is missing
Description of Issue and position	Description of the issue and position taken are clear and comprehensive. Uses a variety of scholarly literature to explain the issue.	Description of the issue and position taken are mainly clear. Uses some scholarly literature to explain the issue.	Description of the issue and position taken are moderately clear. Uses limited scholarly literature to explain the issue.	Description of the issue and position taken are slightly clear. Uses minimal scholarly literature to explain the issue.	Description of the issue and position not taken or unclear. Does not use scholarly literature to explain the issue.
Relevance to the Nursing profession	A comprehensive explanation of the issue's relevance to the nursing profession is provided. Uses a variety of scholarly literature to clearly and concisely relate the issue.	An explanation of the issue's relevance to the nursing profession is provided. Uses some scholarly literature to relate issue.	A superficial explanation of the issue's relevance to the nursing profession is provided. Uses limited scholarly literature to relate the issue.	A vague explanation of the issue's relevance to the nursing profession is provided. Uses minimal scholarly literature to relate the issue.	Does not explain the issue's relevance to the nursing profession. No scholarly literature used to support issue paper.
Reflection and Implications of issue on personal practice	A comprehensive reflection is provided. Examples are provided using the literature to support data.	A reflection is provided. Some Examples are provided using the literature to support data.	A superficial reflection is provided. Examples are explained superficially using the literature to	A vague reflection is provided. Examples are vaguely explained using the literature to	No reflection completed. Implications for you as the nurse are missing, or are irrelevant to the issue in the

	Implications for you, as a nurse, after reflecting on this information are identified and a comprehensive reflection into the practice of nursing is explained.	Implications for you as a nurse, after reflecting on this information are mainly identified to support the practice of nursing.	support data. Implications for you as a nurse after reflecting on this information are superficially identified to support the practice of nursing.	support data. Implications for you as a nurse after reflecting on this information are vaguely identified to support the practice of nursing.	paper.
Conclusion	Conclusion is present, clear and concise. Clearly and accurately summarizes content of the paper and identifies implications for future nursing practice.	Conclusion is present, Clearly summarizes content of the paper and identifies implications for future nursing practice.	Conclusion is present, Superficially summarizes content of the paper but does not identify implications for future nursing practice.	Conclusion is present, vaguely summarizes content of the paper, introduces new concepts not identified in the paper and does not identify implications for future nursing practice.	Conclusion is missing.
Format and Writing style	APA format followed throughout. Content is clearly presented with minimal spelling and grammatical errors.	APA format requires minimal revision. Content is mainly clear, with few spelling and grammatical errors.	APA format requires some revision. Content is moderately clear, with several spelling and grammatical errors.	APA format requires considerable revision. Content is slightly clear. Incorrect spelling and grammatical errors is evident.	APA is not followed. Content is not clear, with many errors in grammar and spelling.

NURS 2940 Tutorial Assessment Guide

Use in conjunction with the course objectives

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

**Student's overall performance will be assessed in each of the three categories.*

Excellent (A)	Very Good (B)	Good/Satisfactory (C)	Marginal (D)	Unsatisfactory (F)
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Excellent (A)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, all of the time.

Very Good (B)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, majority of the time.

Good/Satisfactory (C)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG some of the time.

Marginal (D)

Student meets the objectives at a "Level of Independence" required on the TAG inconsistently.

Unsatisfactory (F)

Student fails to meet the objectives at a "Level of Independence" required on the TAG

RCO = Relevant Course Objectives						
Please refer to the course outlines for the course objectives.						
RCO	1. SELF-DIRECTED LEARNING	A	B	C	D	F
4, 5, 6	1.1 Identifies gaps in knowledge.					
3	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
3	1.3 Participates actively in defining own learning objectives.					
6, 8	1.4 Selects appropriate resources to meet own learning needs.					
3, 8	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
3	1.6 Demonstrates effective actions to meet own learning needs.					
1	1.7 Takes responsibility for actions and their consequences to self and group.					
4	1.8 Evaluates learning outcomes.					
3, 12	1.9 Seeks constructive feedback.					
12, 14	1.10 Responds to constructive feedback.					

Comments:						
RCO	2. GROUP PROCESS	A	B	C	D	F
11	2.1 Contributes to the development of group objectives and norms.					
10, 11, 12	2.2 Helps keep the group task oriented.					
10, 14, 15	2.3 Communicates ideas and information using a variety of communication skills.					
1, 11	2.4 Assumes leadership role in group interaction.					
1, 11	2.5 Actively facilitates the learning of others.					
12, 1	2.6 Respects the values and opinions of others.					
1, 11, 14	2.7 Provides constructive feedback to others.					
1, 3	2.8 Completes all tasks as negotiated within the group.					
11, 12	2.9 Takes constructive action to address group concerns or conflict.					
1	2.10 Is present and punctual.					
Comments:						
RCO	3. CRITICAL THINKING	A	B	C	D	F
2, 4	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
4	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
4, 7, 9	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
4	3.4 Makes links with prior relevant readings experience or knowledge.					
4, 5, 7	3.5 Demonstrates an understanding of underlying concepts.					
1, 3, 4	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
3, 4, 6	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.					
3, 4, 6,	3.8 Generates and considers alternative perspectives.					

13	
3, 4, 6	3.9 Justifies reasons or actions.
Comments:	
Summary comments:	

Overall Score: _____ Date: _____

Student's Signature

Tutor's Signature