



# UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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

## NURSING 3940 Nursing in Context C1 Winter 2008 Course Outline

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## Nursing 3940 Course Outline

### CALENDAR STATEMENT:

**NURS 3940 Nursing in Context C1** \*5 (fi 10) (either term, 1.5-6s-3 in 6 weeks).

Continuation of NURS 3900 with increasing situational complexity. Prerequisites: NURS 151, 3900, (3910 or 3950).

### 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 health, health promotion, professional nursing, and human responses across the lifespan. The focus remains on care of clients (individuals, families, groups) in institutions and community experiencing acute and complex variances in health.

### 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:** Tutor tells the student what to do, about what steps to take.

**Information:** Tutor tells the student specifics about a concept or topic.

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

**Prompting:** Tutor provides the 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:** Tutor provides positive feedback for correct information and direction provided by the student.

**Consultation:** The student provides 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 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 390, the nursing student will be able to:**

**PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE**

**1. Practice 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:**

- demonstrate integrity
- demonstrate responsibility and accountability

**With minimal guidance:**

- demonstrate respect for values, beliefs and rights of others

**With guidance:**

- demonstrate application of legal and ethical standards:
  - plagiarism
  - confidentiality
  - Code of Student Behaviour
- demonstrate commitment to the values of the profession of nursing and support of professional development of colleagues.

**2. Engage in strategies for social and political action at a beginning level.**

**With guidance:**

- differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
- discuss formal and informal power structures in the context of social/political action in nursing situations
- identify nursing issues requiring social and political action
- discuss the role of the individual nurse in social and political action
- discuss the role of professional nursing organizations in social and political action
- describe the planning process for engaging in social and political action.

**3. Demonstrate skills and attitudes necessary for life-long learning.**

**Independently:**

- demonstrate personal responsibility for learning.

**KNOWLEDGE-BASED PRACTICE**

**4. Apply a critical thinking approach to nursing.**

**With guidance:**

- apply critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
- apply creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to acute variances in health.

**5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**

**With guidance:**

- explore selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions in response to acute variances in health
- explore selected areas of nursing knowledge related to scope of practice and professional legislation.

**6. Demonstrate evidence-based practice.****With guidance:**

- utilize credible resources (research studies, experts, and others)
- examine research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identify nursing problems that require investigation.

**7. Apply nursing and other relevant models/theories in the professional practice of nursing.****With guidance:**

- explain the use of nursing models/theories/metaparadigms
- explain models/theories from other disciplines and their application into nursing
- explore the application of selected nursing models/theories into nursing practice.

**8. Demonstrate competence in health care informatics.****With guidance:**

- use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

**PROVISION OF SERVICE TO PUBLIC****9. Apply concepts and principles of primary health care.****With guidance:**

- discuss principles of primary health care with clients and families experiencing acute variances in health
- discuss knowledge of health determinants in client situations
- discuss selected health promotion activities with individuals, families and groups

**With minimal assistance:**

- discuss selected strategies with aggregates.

**10. Demonstrate caring relationships in professional situations.****With guidance:**

- discuss how caring behaviours can influence health and healing
- demonstrate caring behaviours in interpersonal activities with clients, peers and others in the health care setting
- discuss caring relationships with clients

**11. Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.****With guidance:**

- develop cooperative relationships with others to ensure learning goals are met.

**12. Demonstrate beginning leadership, management and administrative skills.****With guidance:**

- use effective time management strategies in coordinating client care
- describe leadership roles
- use decision-making processes
- effectively lead a small group
- effectively perform an accurate appraisal of self and others.

**13. Demonstrate the ability to deal with ambiguity and diversity.****With guidance:**

- identify effects of ambiguity and diversity in all learning environments
- identify ambiguity and diversity in selected nursing situations
- identify own pattern of dealing with the effects of ambiguity and diversity
- select appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations.

**14. Demonstrate 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 guidance:**

- identify steps of nursing process
- use appropriate verbal communication skills
- use appropriate written communication skills
- discuss effective client education
- discuss prioritization of nursing activities

**Independently:**

- perform selected psychomotor and assessment skills in a competent manner – lab setting.

**CONTEXT-BASED LEARNING****15. Demonstrate competence with context-based learning.****Independently:**

- describe the components of context-based learning:
  - self-directed learning
  - group process
  - CBL process
- use the nursing process to plan nursing care for selected clients:
  - selected assessment skills
  - problem identification
  - outcomes
  - interventions
  - evaluation
- effectively use group process to facilitate learning of the group:
  - respect for the values and beliefs of others
  - responsibility and accountability for the learning of the group
  - group roles
  - caring behaviours
  - self-directed learning
  - influencing factors
- effectively use critical thinking in the group:
  - brainstorming
  - exploring (creativity, depth, breadth and relevancy)
  - sources of information
- use communication skills to enhance the context-based learning processes:
  - sharing personal information
  - articulation
  - clarity

- conciseness
- relevancy
- seeking and providing opinions, information and direction
- receiving and giving feedback
- use writing skills to enhance the context-based learning processes:
  - legibility
  - appropriateness
  - clarity
  - conciseness
  - relevancy.

### **REQUIRED RESOURCES**

1. Core Concept Map: Nursing 3940 (available on Blackboard)
2. Working Definitions (available on Blackboard)
3. Learning Packages: Carrie & Scott McKenzie, The Smiths, Johnny Worthington, Home Care (available on Blackboard)
4. Graduate Competencies and Year End Outcomes (available on Blackboard)
5. Tutorial Assessment Guide (TAG) (available on Blackboard)
6. Grade Descriptors (available on Blackboard)

### **Textbooks:**

Hibberd, J., & Smith, D. (2006). *Nursing leadership and management in Canada* (3<sup>rd</sup> ed.). Toronto, ON: Elsevier Mosby

Millar, H., & Millar, M. (1999). *Sick buildings and sick schools*. Vancouver, BC: NICO Environmental Health Strategies. (available from Kathy W.)

Pilleterri, A. (2007). *Maternal and child health nursing: Care of the childbearing and childrearing family* (5<sup>th</sup> ed.). Philadelphia: Lippincott.

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2006). *Medical-surgical nursing in Canada: Assessment and Management of Clinical Problems* (1<sup>st</sup> Canadian Edition.). Toronto, On: Elsevier Mosby: Mosby.

Pathophysiology textbook

Pharmacology textbook

Laboratory values textbook

Nursing Care Plan textbook

### **RECOMMENDED RESOURCES:**

Vollman, A., Anderson, E., & McFarlane, J. (2004). *Canadian community as partner*. Philadelphia, PA: Lippincott, Williams & Wilkins.

### **ADDITIONAL RESOURCES:**

International Council of Nurses. (2005). *ICNP, Version 1: International Classification for Nursing Practice*. Geneva: International Council of Nurses. (ON RESERVE)

**REQUIRED LEARNING EXPERIENCES:**

1. CBL Tutorial
2. Lab Activities

**ATTENDANCE AT FIXED RESOURCE SESSIONS** is highly recommended and material presented in the sessions is testable on examinations.

**Important Dates:**

- January 3, 2008** Last day to confirm registration. Registrations not confirmed by this date will be cancelled.
- January 10, 2008** Last day to change registration adding winter semester courses.
- January 17, 2008** Last day to change registrations dropping winter semester courses.
- January 25, 2008** Last day to withdraw with permission from first block classes in Nursing. Withdrawal from a course after this date will result in a failing grade.
- February 15, 2008** **Last Day of First Block Classes**

**COURSE 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 3 outcomes (from Graduate Competencies and Year End Outcomes document) is required.

<b><u>Assignment</u></b>	<b><u>Weighting</u></b>	<b><u>Due</u></b>
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	January 25, 2008, 0830-1030
Scholarly Paper	25%	January 31, 2008 at 1200
Final Exam	35%	February 14, 2008, 0830-1130
OSCEs	Pass/Fail	February 11& 13, 2008, 0830-1130

**Tutorial Assessment Guide (15%)**

Attendance at CBL tutorials/labs is expected; absence will jeopardize successful completion of the course. By the end of the course the student must demonstrate the behaviors described in the Tutorial Assessment Guide in order to pass. Students are expected to complete a written self-evaluation at the completion of the course. The tutor will complete an evaluation and the grade will be discussed between the student and the tutor.

### **Examination #1 (25%) and Examination #2 (35%)**

- The tests will consist of multiple choice and short answer questions and will include material from the tutorial discussions, Fixed Resource Sessions, labs. The Core Concept Map is used as the Exam Blueprint
- Examination #1 will test material covered in the first and second scenarios, FRS and Lab content taken to that date. (First two labs)
- Examination #2—75% of the questions will test material covered in the third and fourth scenarios, FRS, and Lab content covered since Examination #1; 25% of the questions will test material from the first and second scenarios, and FRS, and lab content relevant to them.

### **OSCEs (Pass/Fail)**

OSCEs will be graded as either pass or fail. To achieve a passing grade, all identified/critical components of the skill must be demonstrated. Students must pass each OSCE to obtain credit in the course. If unsuccessful on the first test, opportunity for two retests can be given. Students will be given remedial work as identified by the tutor and student, based on learning needs. Before booking a retest, students must show they have completed the remedial assignment.

### **Lab Skills Testable by OSCE:**

- Blood Administration—All students

### **NS 3940 Scholarly Concept Paper**

#### **Scholarly Concept Paper (25%)**

A theory is composed of assumptions that show relationships between **concepts** and provide a systematic view of explaining, predicting and prescribing phenomena (Thorne & Perry, 2006, p.67). Scholars agree that the unique theories and perspectives used by a discipline help distinguish it from other disciplines. “Theories provide nurses with a perspective with which to view client situations and a way to organize data in daily care” ( McEwen & Wills, 2002, p. 349).

This assignment is intended to give students an opportunity to explore a particular concept in more depth and show how it may be applied in a practical situation.

Select **one** of the nursing concepts listed below to explore in more depth (or consult with your tutor if you want to explore a concept not listed). Review and synthesize the literature related to the chosen concept to address the questions in the guidelines below. Nursing assessments and interventions related to the chosen concept are to be included.

**Note:** for this paper, it may be helpful to choose **ONE** of the client populations studied in the four scenarios in NS 3940 (infants, children, adolescents, young adults, elderly) to use as an example of how this concept might apply in practice with a particular population.



Articles related to “**concept analysis**” and “**review of the literature**” may be especially helpful with this assignment. (Some of these articles may be older than the usual recommended 5 year limit for currency and may be considered acceptable).

**Nursing Concepts:**

loss/grief	hope/hopelessness	attachment
resiliency	stress/coping	caring
social justice	political action	poverty
spirituality	chronicity	uncertainty
control/power	trust	presence
stigma		

**Length** – 10 pages, excluding the title page and reference page, in APA format.

**Guidelines for the paper:**

**(a) Discussion of the concept:**

- What is the definition of the concept?
- Is there agreement among authors about a definition?
- What does the research/literature say about this concept?
- Are there related concepts? What are they?
- How is this concept related to health and/or illness?

**(b) Assessments relevant to the concept:**

- Discuss pertinent nursing assessments the nurse should make to determine whether the client population or aggregate is experiencing issues related to this concept? Are there any tools in the literature to assist nurses with this assessment?

**(c) Interventions relevant to the concept**

- What nursing interventions are indicated for clients experiencing issues related to this concept, and how would the nurse apply these interventions to clinical practice with the chosen population.

**NOTE:** the following resource may be helpful:

Bulechek, G.M., & McCloskey, J.C. (1999). *Nursing Interventions: Effective Nursing Treatments* (3<sup>rd</sup> ed.). Philadelphia: W.B. Saunders. (ON RESERVE)

**LATE ASSIGNMENT POLICY:**

All assignments are 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 a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade. For example, a paper scored at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by nursing office personnel. If the paper is passed in after a weekend the weekend will count as one working day.

When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received.

### **Plagiarism and Cheating**

Refer to the 2006-2007 Grande Prairie Regional College calendar for Academic Regulations regarding Plagiarism, Cheating and penalties related to these Academic offences. Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct.

The instructor reserves the right to use electronic plagiarism detection services.

### **GRADING SYSTEM:**

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.

	<b>Alpha equivalence</b>	<b>4-point Descriptor</b>
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	

### **A+ through C- are considered passing grades in Nursing courses**

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

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 GPRC College Calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

### **Final Grade Assignment**

Each assignment in the course will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment in NS 3940 will be translated into a 4-point equivalent; then this number will be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This total score will then be used to determine the final alpha grade in the course. If you have any questions or concerns, please see your tutor.

### Scholarly Paper Criteria and Grade Equivalents

<b>Grade</b>	<b>Descriptor</b>	<b>Criteria</b>
<b>A<sup>+</sup></b>	<b>Outstanding</b>	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.
<b>A</b>	<b>Excellent</b>	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.
<b>A<sup>-</sup></b>	<b>Very Good to Excellent</b>	Demonstrate a majority of the elements of an excellent paper, however, some elements are presented at the very good level.
<b>B<sup>+</sup></b>	<b>Very Good</b>	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.
<b>B</b>	<b>Good to Very Good</b>	Demonstrates a majority of the elements of a very good paper, however, some elements are presented at a good level.
<b>B<sup>-</sup></b>	<b>Good</b>	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.
<b>C<sup>+</sup></b>	<b>Satisfactory to Good</b>	Demonstrates a majority of the elements of a good paper, however, some elements are presented at a satisfactory level.
<b>C</b>	<b>Satisfactory</b>	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.
<b>C<sup>-</sup></b>	<b>Satisfactory to Pass</b>	Demonstrates a majority of the elements of a satisfactory paper, however, some elements are presented a pass level
<b>D</b>	<b>Minimal Pass</b>	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 or alternative points of view. Justifies few conclusions with superficial explanation of reasons. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.
<b>F</b>	<b>Fail</b>	Organization and scope if ideas are inadequate. Misinterprets evidence, statements, graphics, questions, etc. Draws unwarranted or fallacious conclusions. Writing demonstrates inability to carry out assignment directions. Information is superficially addressed. Ignores alternative points of view. Many grammatical and spelling errors. Minimal evidence of APA format. Paper not handed in. Paper is plagiarized.

**NS 3940 Tutorial Assessment Guide**

**A-** Excellent    **B-**Very Good    **C-**Good ,Average    **D-**Minimal Pass    **F** -Fail

**TUTOR NAME: (Print)** \_\_\_\_\_

**STUDENT NAME: (Print)** \_\_\_\_\_

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<p><b>1. CONTENT</b></p> <p><b>1.1</b> With minimal assistance apply, selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models.</p> <p><b>1.2</b> With minimal assistance apply the values expressed in the CNA Code of Ethics.</p> <p><b>1.3</b> Independently, identify elements of effective group process.</p> <p><b>1.4</b> With minimal assistance apply criteria used to determine the credibility of resources.</p> <p><b>1.5</b> With assistance apply information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards).</p> <p><b>1.6</b> With assistance, apply elements of critical thinking:</p> <p>    <b>1.6.1</b> deliberate and organized</p> <p>    <b>1.6.2</b> significant and relevant brainstorming</p> <p>    <b>1.6.3</b> comprehensive information</p> <p>    <b>1.6.4</b> significance of evidence-based information to practice</p> <p>    <b>1.6.5</b> identify predispositions to critical thinking</p>					
<p><b>2. NURSING PRACTICE</b></p> <p><b>2.1</b> With guidance, explain how the nursing process can be applied to each scenario.</p> <p><b>2.2</b> With assistance, identify the significance of specific skills relevant to each scenario and incorporates the knowledge of those skills into the discussion of care.</p>					
<p><b>3. GROUP PROCESS</b></p> <p><b>3.1</b> Independently, demonstrate respect for the values and beliefs of others.</p> <p><b>3.2</b> Demonstrate responsibility and accountability to the development of group by:</p> <p>    <b>3.2.1</b> with guidance, contribute to the development of acceptable group norms</p> <p>    <b>3.2.2</b> independently adhere to group norms of punctuality and presence</p> <p>    <b>3.2.3</b> with minimal guidance, adhere to the group norm of participation</p> <p>    <b>3.2.4</b> independently identify behaviors inconsistent with group norms</p> <p>    <b>3.2.5</b> independently identify unprofessional behavior</p> <p>    <b>3.2.6</b> independently identify issues and concerns</p> <p>    <b>3.2.7</b> with guidance, seek resolution to conflicts / concerns</p> <p>    <b>3.2.8</b> with guidance, helps the group to evolve through the maturing process (forming, storming, norming, performing).</p>					

	A	B	C	D	F
<p><b>3.3</b> Demonstrate responsibility and accountability to the development of group by:</p> <p><b>3.3.1</b> independently participate in the development of appropriate learning goals</p> <p><b>3.3.2</b> with guidance prepare for tutorial session</p> <p><b>3.3.3</b> with guidance, provide constructive feedback</p> <p><b>3.4</b> Independently demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.</p> <p><b>3.5</b> With guidance, demonstrate caring behaviors in interpersonal interactions.</p> <p><b>3.6</b> With minimal guidance, collaborate with peers to ensure that learning goals are met by:</p> <p><b>3.6.1</b> encouraging participation of others</p> <p><b>3.6.2</b> developing cooperative relationships with others</p> <p><b>3.7</b> With guidance, identify formal and informal power structures in the group.</p> <p><b>3.8</b> Independently, assume a variety of roles in the group, including leader, recorder, facilitator / motivator, and others as identified by the group.</p> <p><b>3.9</b> With guidance, demonstrate self-directed learning by:</p> <p><b>3.9.1</b> identifying own style of working in the group</p> <p><b>3.9.2</b> monitoring own performance during tutorial</p> <p><b>3.9.3</b> actively learning about self through reflection</p> <p><b>3.9.4</b> accepting feedback</p> <p><b>3.9.5</b> actively identifying own strengths and areas for growth that affect the learning / tutorial process</p> <p><b>3.9.6</b> identifying strategies to address areas for change</p> <p><b>3.10</b> With guidance, identify situations of ambiguity and how diversity may affect group process.</p> <p><b>3.11</b> With guidance, recognize how own values, beliefs and prior experiences contribute to assumptions made by self and others.</p> <p><b>3.12</b> With guidance, acknowledge how assumptions may affect group process/learning.</p>					
<p><b>4. CRITICAL THINKING</b></p> <p><b>4.1</b> With guidance, demonstrate critical thinking by:</p> <p><b>4.1.1</b> brainstorming thoroughly</p> <p><b>4.1.2</b> explaining, exploring and utilizing key concepts effectively</p> <p><b>4.1.3</b> proposing connections between concept</p> <p><b>4.1.4</b> proposing concepts for further exploration</p> <p><b>4.2</b> With guidance, explore learning packages with depth and breadth by:</p> <p><b>4.2.1</b> using varied and creative resources</p> <p><b>4.2.2</b> developing content in a thorough manner</p> <p><b>4.2.3</b> contributing to discussion that is relevant to the learning goals</p> <p><b>4.2.4</b> openly examining own and other's points of view</p>					

	A	B	C	D	F
<p><b>4.3</b> Independently, use credible resources</p> <p><b>4.4</b> With assistance, analyze articles for purpose, question/hypothesis, information, key concepts, assumptions, implications for nursing, inferences, conclusions, and possible areas for future study.</p>					
<p><b>5. COMMUNICATION</b></p> <p><b>5.1</b> Articulate ideas and information clearly.</p> <p><b>5.2</b> Share personal information appropriately.</p> <p><b>5.3</b> Independently, facilitate group process by:</p> <ul style="list-style-type: none"> <li><b>5.3.1</b> orienting group members</li> <li><b>5.3.2</b> monitoring progress</li> <li><b>5.3.3</b> summarizing information effectively</li> <li><b>5.3.4</b> seeking direction as necessary</li> <li><b>5.3.5</b> being enthusiastic</li> <li><b>5.3.6</b> being sensitive to interpersonal dynamics</li> <li><b>5.3.7</b> providing feedback</li> </ul> <p><b>5.4</b> Independently, ensure the group's understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.</p> <p><b>5.5</b> Independently intentionally apply a variety of communication skills.</p>					
<p><b>6. WRITING ACROSS THE CURRICULUM</b></p> <p><b>6.1</b> Handouts are clear, legible and appropriate.</p> <p><b>6.2</b> Electronic communication is clear, concise and appropriate. This includes e-mails, web CT.</p> <p><b>6.3</b> With guidance, formative evaluations are concise, precise and relevant to criteria; includes examples.</p> <p><b>6.4</b> Independently, summative evaluations are concise, precise and relevant with integration of specific examples.</p>					
<p><b>COMMENTS:</b></p>					

Date \_\_\_\_\_

\_\_\_\_\_  
Signature Tutor

\_\_\_\_\_  
Signature Student