

Practical Nurse

Fall 2021

COMM 103, Communications for Nursing

3 credits, 45 hours lecture

Course Description Instruction:

This course provides the foundation for nurses to communicate effectively and to develop interpersonal, therapeutic, and professional relationships with patients and their families, other nurses, and members of the health-care team. The course develops the knowledge base required for nurses to understand the complexity of communication, to build trusting therapeutic relationships, to work collaboratively with others, and to use communication as an instrument for patient safety.

Pre-requisites: None

Pre- or Co-requisite: None

Instructor:

Name: Carla Hambley

Office number: CC187C

Phone number: 780-791-8932

Email: Carla.hambley@keyano.ca

Office Hours:

The Instructor is available for student consultation in office by appointment from Monday to Friday. Please contact your Instructor at the email above or contact the Nursing Office at (780) 791-4889 to arrange a time.

Required Resources:

Primary text:

Riley, J.B. (2020). Communication in Nursing (9th Ed). Elsevier.

Course Outcomes:

Upon successful completion of this course, the learner will meet the following outcomes:

1. Demonstrate an understanding of the complexity of communication.
2. Discuss how different forms of communication interact.
3. Communicate using various methods for different situations.
4. Evaluate interpersonal communication as it relates to organizational behaviours and management structures.
5. Discuss theoretical concepts of communication in the helping profession context.
6. Evaluate own communication skills and potential impact on clients and colleagues.
7. Reflect on implications for professional practice.

Evaluation:

To receive credit in Communications: the learner must complete all course requirements, which include one assignment and two exams. Course credit will not be given if only parts of the course have been completed.

Distribution of Marks

Assessment Method	Description	Value	Date
Assignment	Part A – Completion of video Part B - Reflective practice – Analysis of personal communication skills in a simulated psychosocial situation.	40%	Video Recording: 24/09/2021 (noon) Analysis: 05/11/2021 (noon)
Midterm Exam	Chapters 1-15	30%	22/10/2021

Final Exam Cumulative multiple-choice	Demonstrate knowledge of course content (Chapters 1-30)	30%	
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Total 100%

Passing Level and Grading Scale:

Students must achieve a minimum grade of 1.7 (C-) or 60% to receive credit for PN 103 Communications for Nursing.

Students must complete and submit all assignments to receive a final course grade. Students will not be allowed to rewrite the assignments or final exam to raise their course grade.

Refer to the Practical Nurse Program Handbook/College Calendar for information regarding grading scale, extensions, writing exams, supplemental exams, and other program standard practices.

Important Additional Information:

Note to all students: It is the student's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions

Grading System:

Overview of 4.0-point alpha and numeric grading system

Descriptor	Alpha Scale	4.0 Numeric Scale	Percentage
Excellent	A+	4.0	96-100
	A	4.0	90-95
	A-	3.7	85-89
Good	B+	3.3	80-84
	B	3.0	76-79
	B-	2.7	72-75
Satisfactory	C+	2.3	68-71
	C	2.0	64-67
	C-	1.7	60-63

Poor Minimum Pass	D+ D	1.3 1.0	55-59 50-54
Failure	F	0	0-49

See timetable for class schedule.

Topics:

Part I: Packing Your Bags for the Journey of Caring, Assertive, Responsible Communication

1. Responsible, Assertive, Caring Communication in Nursing
2. The Client–Nurse Relationship: A Helping Relationship
3. Starting with YOU: Understanding Yourself to Build a Foundation for Learning about Communication
4. Solving Problems Together
5. Understanding Each Other: Communication and Culture

Part II: Honoring Your Fellow Travelers Along the Journey

6. Demonstrating Warmth
7. Showing Respect
8. Being Genuine
9. Being Empathetic
10. Using Self-Disclosure
11. Being Specific
12. Asking Questions
13. Expressing Opinions
14. Using Humor
15. Embracing the Spiritual Journey of Healthcaring: Meaning Making

Part III: Developing Road-Worthy Practices Along the Journey

16. Requesting Support
17. Overcoming Evaluation Anxiety
18. Working with Feedback
19. Using Relaxation Techniques to Become More Mindful
20. Incorporating Imagery in Professional Practice and Self-Care
21. Incorporating Positive Self-Talk
22. Learning to Work Together in Groups
23. Navigating the Expanding World of Digital Communication

Part IV: Embracing the Transformative Process of the Journey

24. Learning Confrontation Skills
25. Refusing Unreasonable Requests
26. Communicating Assertively and Responsibly with Distressed Clients and Colleagues
27. Communicating Assertively and Responsibly with “Difficult” Clients and Colleagues
28. Managing Team Conflict Assertively and Responsibly
29. Communicating at the End of Life
30. Continuing the Commitment to the Journey

Performance Requirements and Student Services:

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar. The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own;
- The use of unauthorized aids in assignments or examinations (cheating);
- Collusion or the unauthorized collaboration with others in preparing work;
- The deliberate misrepresentation of qualifications;
- The willful distortion of results or data;
- Substitution in an examination by another person;
- Handing in the same unchanged work as submitted for another assignment; and

- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Specialized Supports:

The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.

Accessibility Services: provides accommodations for students with disabilities. Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing accessibility.services@keyano.ca

Wellness Services: offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Services welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person throughout the semester. For a detailed list of library supports and services, go to www.keyano.ca/library. For any inquiries, please email askthelibrary@keyano.ca.

Begin your research with the [Library's FIND page](#). Search for sources using OneSearch, the Library's Catalogue, or by searching in a specific database selected from the [A-Z Database List](#).

Individual support with the Information Librarian is available virtually. Appointments can be requested by using the [Book A Librarian online form](#).

Research and Subject Guides are helpful resources when beginning your research or addressing other information needs. To view a subject or course specific guide, go to the Subject Guide webpage [here](#).

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the [Research Help Library page](#).

The Loanable Technology collection is available to support students in their online learning pursuits. Items available for borrowing include mobile projectors, webcams, noise cancelling headphones, Chromebooks, and laptops. For an up-to-date list of technology available for borrowing, go to the Library's [Loanable Technology webpage](#).

Skill Centre: Provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, assignment/lab support, writing support groups, facilitated study groups, workshops, and study space. This service is free and is available for all Math, Sciences, Humanities and Trades courses offered at Keyano.

While most courses are being offered online, the Skill Centre will be offering mostly virtual services and in-person sessions as requested. Please email Skill@keyano.ca to get in contact

with our Academic Content Specialists. The Skill Centre is located in CC-119 at the Clearwater Campus.

For the most up to date information on how to book a session, please view the [Keyano Skill Centre homepage](#).

Academic Success Coaching: offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. Academic.success@keyano.ca is the best way to access resources during virtual service delivery. The Academic Success Coach is located in the Skill Centre in CC-119 at the Clearwater Campus.

E-Learning

Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements.

Internet Speed

Minimum Internet speeds of 5 Mbps.

Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with Fast.com.

System requirements:

Microsoft Windows	Apple
<p>Minimum Requirements:</p> <p>A Windows 10 computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software 	<p>Minimum Requirements:</p> <p>A Macintosh (V10.14 and above) computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software.
<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download 	<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office
<p>Chromebooks are not recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p>	

Specific Department Requirements:

Business and OA programs require Windows 10.

Other programs may utilize Windows based tools as well.

Computer Software

Students will be able to get access to Microsoft Office 365 for free using Keyano credentials by [clicking here](#).

Recording of Lectures and Intellectual Property

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not share, distribute, or publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to share, distribute, publish or sell course related content (instructor, or students) without permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property. The Academic Integrity Policy provides additional information on Keyano College's expectations from students as members of the intellectual community.

ITS Helpdesk

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.

Assignments:

Assignment 1 Part A: Video & Video Consent

Video Recording (Part 1 Video - to be completed by 24/09/2021 @ 12pm)

Instructions

Record a three-minute video of a communication interaction between you and another individual. Work with a fellow student, family member, or friend to complete this assignment.

Follow these guidelines:

- Your partner is to make up a fictitious psychosocial problem.
- Your role is to communicate with your partner as you normally do in this type of situation.
- Ask your partner to add to the scenario and to your learning experience in various ways such as being obviously upset but not always willing to share information; being very loud at times, making you feel nervous; demonstrating challenging behaviours that are distracting; and interrupting you during your communications, etc.
- Above all, have fun in doing this video! It will make the second part of this assignment easier and more meaningful to you and equally enjoyable.

Outcome Goal

Your goal is to demonstrate how you **currently** communicate with someone who has a psychosocial problem.

Video Consent

Ensure that your partner reads and signs the “Consent to Participate in an Audio/Visual Recording” form **before** you begin any recording. You are also required to witness the signing of the consent form. Ensure that your name is entered onto this form.

Student Identification

Ensure that you identify yourself on the video clip by clearly stating your first and last name and date of recording before you begin the conversation with your partner.

Technical Directions

Record your video using a digital device of your choice and download the video clip onto your computer and email the video file to your instructor, or you may save the recording to a USB drive.

- Ensure adequate light so that the instructor can see you and your partner.
- Ensure adequate sound so that the instructor can hear you and your partner.
- Position yourselves so that both you and your partner are visible on screen.
- Position yourselves so that your conversation is directed toward the camera.

Please note: It is your responsibility to ensure that your instructor can hear and see both you and your partner.

Make sure you have identified yourself on the clip, and have recorded the three-minute interaction. Then submit the clip, via email or USB, to your instructor. **Make and keep a personal duplicate copy of the video clip.**

Assignment 1 Part B: Video Analysis & Reflective Practice

Due 5/11/2021

Watch your video several times and identify your therapeutic verbal and non-verbal communication behaviours. Begin analyzing the interaction using the Analysis of the Videotape Session Forms including the Analysis Legend. You are not expected to analyze every single statement you and your partner made. Instead, follow these instructions:

Videotape Analysis Guide Form –Therapeutic Communication Techniques

- On this form, list and analyze all instances where you used a therapeutic communication technique (verbal & nonverbal)
- Quote your partner's statements and your therapeutic communication statement used (if verbal).
- Identify the type of therapeutic communication technique that you used for both verbal and non-verbal behaviors.
- Identify the non-verbal behaviour that accompanied each therapeutic communication technique that was used. Indicate whether it was effective or ineffective. Ex. I leaned in.
- If you did not observe any effective listening responses in the videotape, please enter "Not Applicable" on the form.

Videotape Analysis Guide Form – Nontherapeutic Communication Techniques

- On this form, list and analyze all instances where you used a nontherapeutic communication technique.
- Quote your partner's statements and your nontherapeutic communication statement.
- Identify the type of nontherapeutic communication technique used.
- Provide a therapeutic communication response that may have been more appropriate.
- Identify the type of therapeutic communication technique that could have been used.
- Identify the non-verbal behaviour that accompanied each nontherapeutic communication response you are analyzing, indicating whether it was effective or ineffective.

You are not required to provide an alternate behaviour for ineffective non-verbal responses.

The assignment is graded **only on the analysis** of your therapeutic and non-therapeutic responses:

- Accuracy in identifying therapeutic and nontherapeutic communication techniques.
- Accuracy in identifying the **type** of therapeutic and nontherapeutic responses.
- Accuracy in selecting an alternative therapeutic communication response by type and by statement for each nontherapeutic communication response.
- Accuracy in identifying non-verbal behaviours as effective or non-effective
- You must analyze a **minimum of ten responses**, both therapeutic and non-therapeutic.

Reflective Practice

- Describe your overall impression of your verbal and non-verbal behaviour.
- Discuss your verbal and non-verbal communication strengths, and opportunities for improvement.
- Identify any verbal and non-verbal behaviours you observed during the videotape session that were not effective, and provide your interpretation of the behaviour.

For example: “I noticed I nodded my head throughout the whole videotape session. I was not at all aware I was doing this. As I watched the video, I saw that this was ineffective because it looked very distracting and would be distracting to a patient in a real nurse–patient situation.”

Or, “I noticed I started most of my statements with ‘Uhhmm.’ This was ineffective because it did not make me sound very confident and it would not make the patient feel confident in me.”

- Identify all instances where communication failures occurred caused by misinterpretations or gaps.
- Describe what you would do differently in a similar psychosocial situation.
- Discuss the advantages and any disadvantages of reflective practice in guiding your continued growth in developing skills in therapeutic communication. Provide at least two credible references from the literature to support your opinion of the advantages or disadvantages of reflective practice during this experience.
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Submission

All of the following must be submitted to your instructor to ensure the assignment is complete:

- a. **Consent to Participate in an Audio/Visual Recording** (included in Learner Guide). Ensure that this is signed by your partner and witnessed **prior** to commencing the videotape session. The signed form will be submitted to your instructor. Ensure that you have printed your name on the form.
- b. The **video** of the psychosocial communication simulation. This is to be submitted to your instructor. Ensure that you have a copy of the video and ensure you have identified yourself by first and last name at the beginning of the video clip.
- c. **Analysis of the videotape session.** Analyze a minimum of ten responses. This analysis must be typed. Use the forms provided. (See examples included in the following pages.) Include the completed Analysis forms with your Reflective Practice summary.
- d. **Reflective Practice.** This summary is to be typed and should not exceed three pages. This is your personal reflection of the video and analysis experience. You may write in first person; however, cite at least two reputable websites or journal articles to support your opinion of the advantages or disadvantages of reflective practice during this experience. Follow APA format for your cover page, reflective practice summary, and references. This is to be submitted with the Analysis of the video session forms.

After your instructor has marked this assignment, the USB will be returned to you, and your instructor will delete emailed versions.

Submit the Marking Guides with your assignment. See Appendix A

Videotape Analysis Legend

Therapeutic Communication Responses

- T1. Listening
- T2. Remaining Silent
- T3. Establishing Guidelines
- T4. Making open-ended comments
- T5. Reducing Distance
- T6. Acknowledging
- T7. Restating
- T8. Reflecting
- T9. Seeking Clarification
- T10. Seeking consensual validation
- T11. Focusing
- T12. Summarizing
- T13. Planning

Nontherapeutic Communication Responses

- N1. Failing to listen
- N2. Failing to probe
- N3. Parroting
- N4. Being judgemental
- N5. Reassuring
- N6. Rejecting
- N7. Defending
- N8. Giving Advice
- N9. Making stereotyped responses
- N10. Changing topics
- N11. Patronizing

Non-Verbal Behaviours

- Effective
- Non-effective

Consent to Participate in an Audio/Visual Recording

Purpose of the Audio/Video Recording

To fulfill requirements in certain courses in the Health and Human Service Careers Division at Keyano College, students must submit audio/video recordings to demonstrate learning. The audio/video recording could be of role-plays or skill demonstrations. You have been asked to help this student by being a participant in his/her “demonstration of learning” project.

How the Recording Will Be Used

The audio/video recording(s) will be submitted by the student to his/her instructional team for marking. The recording will only be viewed/heard by the student and the instructional team for educational purposes. The recording will be returned to the student upon completion of marking by the instructional team. The audio/video recording will not be used by Keyano College for any other purpose.

Consent of the Participant

The student requires your consent to be recorded in audio/video format for the “demonstration of learning” project. Please complete the following table and signature line to indicate your consent.

Date signed	
Student's name	
Course name	
Participant's relationship to student	
Location of recording	
Participant's name	

Please sign on the line below if you agree to be recorded in audio/video format for the purpose and use noted above.

Signature of participant

Witness (Can be student)

Videotape Analysis Guide Form Therapeutic Communication Responses and Non-Verbal Behaviour

Partner Statement	My Verbal and Non-verbal Response	Category
My husband says everything is OK with me being back at school, but I know he doesn't mean it.	Go on, tell me more . . .	T3
	I leaned in at the same time, nodding my head.	Effective
You don't have time to listen to my problems . . .		

Appendix A
Communications for Nursing
Marking Guide for Assignment 1

Assignment 1 Part A: Video Consent & Video - Marking Guide

Key Content	Marking Guide				
	Points:	5	3	1	0
Video recording					
Completed Consent Form		Excellent	Satisfactory	Minimal	None
Submitted Consent Form on time prior to submission of video at specified time and date set by the instructor.		Excellent	Satisfactory	Minimal	None
Submitted video on time and date set by instructor.		Excellent	Satisfactory	Minimal	None
Voices were audible and participants were visible and facing the camera		Excellent	Satisfactory	Minimal	None
Followed time limit for video recording of 3min		Excellent	Satisfactory	Minimal	None
					/25

Comments:

**Assignment 1 Part B:
Video Analysis & Reflective Practice - Marking Guide**

Key Content	Marking Guide			
	Points:	5	3	1
Distinguished between therapeutic and nontherapeutic communication responses *If there were no effective listening responses, you will still receive marks as you will have correctly entered "Not Applicable" on the Effective Listening Responses and Non-Verbal Behavior Videotape Analysis Guide Form	Excellent	Satisfactory	Minimal	None
Accurately identified the types of therapeutic and nontherapeutic communication responses	Excellent	Satisfactory	Minimal	None
Provided appropriate alternate therapeutic communication responses for each nontherapeutic response	Excellent	Satisfactory	Minimal	None
Identified the type of alternate therapeutic communication response provided for each nontherapeutic response	Excellent	Satisfactory	Minimal	None
Accurately identified if non-verbal behavior was effective or ineffective for each therapeutic and non therapeutic response	Excellent	Satisfactory	Minimal	None
Analyzed a minimum of 10 responses	Excellent	Satisfactory	Minimal	None
				/30

Comments:

Reflective Practice

Described overall impression of verbal and non-verbal behavior observed in the video	Excellent	Satisfactory	Minimal	None
Discussed verbal and non-verbal therapeutic communication strengths and opportunities for improvement based on the video	Excellent	Satisfactory	Minimal	None
Discussed the possible effects of nontherapeutic responses observed in the video on a nurse–patient relationship	Excellent	Satisfactory	Minimal	None
Identified all instances in the video where a communication failure occurred including gaps and misinterpretations	Excellent	Satisfactory	Minimal	None
Described what could be done differently in similar psychosocial situation	Excellent	Satisfactory	Minimal	None
Discussed the advantages and any disadvantages of reflective practice in guiding own continued growth in therapeutic communication with evidence from the literature (minimum of two references)	Excellent	Satisfactory	Minimal	None

/30

Comments:

APA and Grammar – Marking Guide

Key Content	Marking Guide				
	Points:	1	0.5	0.25	0
Title Page					
Included page number. In the upper half of the page include title of paper (Bold), student name, college name; course number and name; assignment name and number, instructor name (all centered), and date.	Excellent	Satisfactory	Minimal	None	
Body of Paper					
Paper organized –page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs. Correct font -12 pt.	Excellent	Satisfactory	Minimal	None	
References					
Citations in body of paper followed APA 7 th ed format (if applicable)	Excellent	Satisfactory	Minimal	None	
References on separate page, followed APA 7 th ed format (if applicable)	Excellent	Satisfactory	Minimal	None	
Grammar and Spelling					
Grammar appropriate and words spelled correctly (< 5 errors).	Excellent	Satisfactory	Minimal	None	
					/5
Total Assignment Grade:					/65

Submit this Marking Guide with your assignment.

5 – Excellent work, all required information included, great attention to detail throughout

1 – Minimal required information included, incomplete work

3 – Satisfactory work, most required information included at an adequate level

0 – Required information not identifiable