



UNIVERSITY OF ALBERTA
Faculty of Nursing Undergraduate Programs
BScN COLLABORATIVE PROGRAM
Grande Prairie Regional College, Keyano College,
Red Deer College, University of Alberta



NURS 124
FOUNDATIONS OF NURSING I
COURSE OUTLINE

**Note: students are expected to familiarize themselves with this course outline,
the BScN Program Student Handbook and Moodle site.**

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Calendar statement

NURS 124 - Foundations of Nursing I

(★3) The course explores the meanings of health and healing. It highlights the diversity of beliefs, values, and perceptions of health. The course introduces the Canadian healthcare system, conceptual frameworks of health promotion, determinants of health, disease and injury prevention, and primary health care. The focus is on the nurse/client relationship in a relational practice context. Note: Available only to nursing students in the Collaborative Program.

Prerequisites: MMI 133, NURS 106 and NURS 120 (or NURS 103).

Corequisite: NURS 125 (or NURS 105). Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 124 or 103.

Course hours

Lecture: 3/week

Lab: 0

Total: 45 hours

Course Learning Outcomes

Upon completion of this course, the student must be able to:

- 1) Examine the meanings and of health, healing and illness
- 2) Appreciate diversity of beliefs, values and perceptions of health
- 3) Explore the Canadian healthcare system, health promotion, disease and injury prevention and primary health care
- 4) Analyze the Social Determinants of Health and their influence to nursing practice, health promotion, disease and injury prevention and primary health care
- 5) Appreciate relational nursing practice across the lifespan in selected health care contexts

TRANSFERABILITY:

U of A NURS124

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

Course Instructors

| Name | Office number | Phone number | email |
|------|---------------|--------------|-------|
| | | | |
| | | | |
| | | | |

Note:

- Please allow 2 business days for a response. Include “NURS 124” in your subject line.
- Professional and respectful communication is expected.

Communication:

It is the students’ responsibility to ensure that they check Moodle courses at minimum of twice daily, once in morning and evening. It is recommended to check Moodle more frequently. It is the students’ responsibility to ensure thorough review of all resources and content on the Moodle course site. The instructors have placed many resources and documents to ensure the students’ success in each course.

Instructors will communicate with the student group by announcements in the news forum on Moodle. Please ensure that you check this at least twice daily.

It is the students’ responsibility to check their Keyano College email at minimum of twice daily, once in morning and again in evening. It is recommended to check email more frequently. Please note that the method to contact your instructor is email. Please allow a 48 hour minimum response time from your instructor on business days. Instructors will not be checking emails on evenings and weekends/holidays. Do not text or call your instructor unless you will be absent for clinical that day; inquiries related to assignments and course content will be sent in an email to your instructor.

Required Computer Access Codes for Elsevier Evolve e-books

Elsevier. (2016). Nursing concepts online-Access Code.
Elsevier ebooks

Required Resources

College and Association of Registered Nurses of Alberta. (2013). *Entry-to-practice competencies for the registered nurses profession*. Edmonton, AB: Author. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_12

College and Association of Registered Nurses of Alberta (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. Edmonton: Author. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f_10

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members*. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/standards/practice-standards-for-regulated-members.pdf?sfvrsn=d4893bb4_8

Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2017). Accessed at: <https://cna-aicc.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf?la=en>

College and Association of Registered Nurses of Alberta. (2008). *Primary health care*. Edmonton, AB: Author. Retrieved from https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/primary-health-care-guidelines.pdf?sfvrsn=d3e8692c_10

College and Association of Registered Nurses of Alberta. (2011). *Professional boundaries for registered nurses: Guidelines for the nurse-client relationship*. Edmonton, AB: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN_ProfessionalBoundaries_May2011.pdf

Faculty of Nursing, University of Alberta. (2017). *Graduate Competencies and Year-End Outcomes Condensed Version Rev. 2.0*. Retrieved from Moodle Nurse 001Skills/Resources/Policies/Surveys course.

Recommended Textbooks & Resources

Doane, G.H. & Varcoe, C. (2015). *How to nurse*. (1st ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author. May supplement with credible APA software equipment i.e. <http://perla.com/APADetails.aspx>

Course evaluation

| Assignments/Course components | Dates | Weight | Course objectives no. |
|-------------------------------|-----------------------------------|--------|-----------------------|
| 1) Midterm | March 2, 2020 | 35% | 1-5 |
| 2) Scholarly Assignment | March 23, 2020 | 25% | 1-5 |
| 3) Final Exam | Exam Week April 14 to 22, 2020 | 40% | 1-5 |

Criteria to receive a “Pass”

- Attend all classes. If you miss a class due to illness or unforeseen circumstances, you must inform your instructor prior to class.
- All assignments must be completed and submitted to instructor on the specified due date as outlined.
- In class participation includes active engagement in discussions and activities, and listening to and demonstrating respect for classmate’s contributions.
- Students must refrain from cell phone and internet use during class.
- Students are expected to come to class prepared to participate.

Assignments descriptions

Scholarly Assignment (25%)

Health Promotion and Prevention Assignment (25%)

DUE: Monday, March 23, 2020

This interview assignment on health promotion and disease prevention will provide you the opportunity to apply concepts you have learned about health promotion, and both verbal and written communication skills. You are to interview an individual between the ages of thirty and sixty, asking questions about their present health status, and steps they are taking to stay healthy. Prior to starting this assignment, you are to obtain a consent from your participant and submit with your assignment. Consent form is in APPENDIX A.

- Write a 2 to 3 page paper (excluding the title and reference pages) using APA format.
- Write a brief introduction to what the paper is about with integration of the concept of health promotion and why it is important.
- The body of your paper should be reflective of the following assessments:
 - Based on the individual's answers during the interview, do you feel this individual is taking responsibility for his/her health? If so, please identify the positive steps you see this individual is taking to safeguard his/her health. Identify whether the steps are primary, secondary or tertiary prevention;
 - Can the individual do more to achieve positive health outcomes? Please give concrete examples to support your assessment with supporting literature.
 - Interview questions are in APPENDIX B.
- Write your conclusion and summary.

Select two (2) articles that must be from nursing or scholarly journals, published within the last 5 years and related to health promotion and wellness content. You may need to evaluate several articles before you find the ones that are appropriate to integrate into your paper. Remember to utilize your resources on how to choose a scholarly article. The paper will be evaluated based upon the Scholarly Paper Marking Guide (See APPENDIX C).

When submitting papers, students shall attach copies of the reference articles used – these reference articles will be returned.

Midterm Quiz (35%)

Midterm quiz: Examination details, including location will be posted on Moodle. Examination will be completed within scheduled class time. See timetable for date and time.

Final Exam (40%)

Final Exam: Examination details, including location will be posted on Moodle. The final exam will be invigilated on-site during exam week (from April 14 to April 22, 2020).

Final grades

The assignments are marked as raw scores according to the percentage weight assigned to each. The marks on course assignments will contribute to the overall letter grade according to the percentage that each assignment is weighted in the course. At the end of the course, all assignment scores are totaled for a term summary mark in the course based on the grading scale below. The FINAL COURSE GRADE is based on the cumulative total of individual student's weighted assignment marks.

Grading rubric is located in APPENDIX D.

Deferred final exams:

A student who has missed a final exam because of incapacitating mental and/or physical illness, severe domestic affliction or for circumstances as described in Keyano College's Examination Policy in the Credit Calendar. Students are required to follow the process outlined in the policy should they wish to apply for a deferred exam.

Performance Requirements

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.

More specific details are found in the Student Rights and Student 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 Student Code of Conduct Policies.

Student Attendance

Class/Lab attendance is useful for two reasons. First, class/lab attendance maximizes a students' learning experience. Second, attending class/lab 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/labs. Students who miss classes/labs are responsible for the material covered in those classes and for ensuring that they are

prepared for the next class/lab, including the completion of any assignments and / or 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
- 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 Student 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 Student 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 will not be graded until you show this signed certificate.

Late Assignments

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends,

Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

Accessibility Services

Accessibility Services (CC260) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

Skill Centre

Skill Center (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services

Wellness Services (CC260) 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. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

APPENDIX A: Interview Consent Form for Assignment

Course number and name: N124: Foundations of Nursing I

I, _____(participant's name), understand that I am being asked to participate in an interview that forms part of _____ (student's name) required coursework in the above-noted nursing course at Keyano College. It is my understanding that this interview will cover the following concepts:

- Health promotion and disease prevention

I have been given some general information about this assignment and the types of questions I can expect to answer. I understand that the interview will be conducted at a place and time that is convenient to me, and that it will take approximately 30 mins of my time.

I understand that my participation in this assignment is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the interview. I understand that, with my permission, this interview may be audio recorded and that any information I provide during the interview will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me. All interview notes, audio records, or electronic records will be kept in a secured environment and destroyed at the end of the course.

I understand that the results from this interview will be used exclusively in the below-named student's Keyano College course assignment and none of the information I provide will be published, in any form, in any journals or conference proceedings.

I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life.

I have read the information above. By signing below and returning this form, I am consenting to participate in this assignment via telephone/ face-to-face interview/email exchange as designed by the below-named Keyano College nursing student.

Participant name (please print): _____

Signature: _____

Date: _____

Please keep a copy of this consent form for your records. If you have other questions concerning your participation in this assignment, please contact me at:

Student name:

Telephone number: _____ email address: _____

or my **Keyano College course instructor** at:

Course instructor name:

Telephone number: _____ email address: _____

Thank you for agreeing to participate in my assignment.

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APPENDIX B: Interview Questions for Assignment

Use the following questions to guide you, but feel free to ask more, based on the individual's answers:

- 4) What is your age?
- 5) Would you define your health as fair, good, excellent, bad?
- 6) Have you experienced any health/body changes over the past 2 years such as hearing or vision changes, any new medical diagnoses, weight increase or decrease, any signs of fatigue etc.)
- 7) Do you have any chronic conditions such as diabetes, high blood pressure, high cholesterol, chronic obstructive lung disease (COPD) etc?
- 8) If so, are you following any treatment for your chronic disease i.e. medications, diet, activity etc.
- 9) If you do not have any chronic diseases, what steps do you take to stay healthy?
- 10) Do you have regular health screenings? (i.e. bone density test, prostate exam, FIT test for colorectal cancer, serum testing for high cholesterol, mammogram, PAP test, vision testing, hearing testing)
- 11) Do you perform self-breast exams? Testicular self-exams?
- 12) Do you receive flu vaccinations yearly? If you are over 50, have you received the pneumococcal and the shingles vaccinations?
- 13) Do you exercise on a regular basis? If so, what kinds of activities are involved?
- 14) Do you follow the Canada's Food Guide? What foods are included in a typical day?
- 15) Do you have any dietary restrictions or must adhere to a certain type of diet for medical reasons? If so, what are they?
- 16) How much sleep do you typically get each night? Have you seen a change in the amount of sleep you need as you get older?
- 17) How often do you visit the dentist? Do you floss regularly?
- 18) Do you have support systems in your life and if so, what are they?
- 19) Please describe in what ways:
 - (a) You fulfill your spiritual needs, if applicable
 - (b) Cope with stressful periods in your life
- 20) If consumed, how would you rate your alcohol, tobacco, and cannabis consumption?
- 21) Is there any behavior that you would like to change i.e. diet, physical activity, stress management. If so,
 - (a) What would your goal be for this behavior?
 - (b) Are there any barriers that might prevent you from reaching this goal?
 - (c) What strategies might you use to overcome these barriers?
 - (d) How confident are you that you will achieve this goal?

APPENDIX C: Scholarly Paper Marking Guide

UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE NURSING PROGRAM
KEYANO COLLEGE – JUNIOR MARKING GUIDE

The following marking system utilizes the letter grade and numerical system for the evaluation of Junior level students:

| Grade | Status | Criteria |
|---------------|---------------|---|
| 96-100 | Outstanding | Outstanding integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Accurately interprets and explains evidence to support conclusions. Creativity and extraordinary writing ability demonstrated. Paper has a solid structure that is concise, logical, and very well organized. Format requirements are met, as per APA 6 th edition with minimal grammatical and spelling revisions. |
| 90-95 | Excellent | Excellent integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Generally interprets and explains evidence to support conclusions. Excellence demonstrated in executing and implementing ideas throughout. Creativity and excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 th edition with minimal grammatical and spelling revisions. |
| 85-89 | Very Good | Very good integration of research and non-research-based literature in demonstrating, understanding and application of ideas. Adequately interprets and explains evidence to support conclusions. Some creativity demonstrated. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 th edition with minimal grammatical and spelling revisions. |
| 80-84 | Very Good | Very good attempt to integrate research and non-research-based literature in demonstrating, understanding and application of ideas. Attempts to interpret and explain evidence to support conclusions. A concise, logical, well-organized assignment. Format requirements are met, as per APA 6 th edition with a few grammatical and spelling revisions. |
| 76-79 | Good | A good attempt to integrate research and non-research-based literature. Relevant ideas are identified; however, ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Minor revisions required with respect to presenting ideas in a concise, logical, well-organized manner. Minor |

| | | |
|---------------|--------------|--|
| | | format requirements are required, as per APA 6 th edition with a few grammatical and spelling revisions. |
| 72-75 | Good | Presents a good review of research and non-research-based literature. Ideas are not fully developed and lacks evidence of understanding and application. Evidence to support conclusions is summarized. Some revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements, grammar, and spelling expectations are inconsistently met, as per APA 6 th edition. |
| 68-71 | Satisfactory | Demonstrates satisfactory research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 th edition. |
| 64-67 | Satisfactory | Demonstrates superficial research. Ideas are minimally developed and lacks evidence of understanding and application. Conclusions are general and minimal evidence to support conclusions is provided. Multiple revisions required in presentation of ideas in a concise, logical and well organized manner. Format requirements, spelling and grammatical expectations inconsistently met, as per APA 6 th edition. |
| 60-63 | Minimal Pass | Demonstrates minimal research. Ideas are not adequately developed and there is no evidence of understanding and application. Conclusions are superficial and no evidence to support conclusions is provided. Minimal structure and organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 th edition. |
| 55-59 | Poor | Demonstrates poor research. Ideas are poorly developed and there is no evidence of understanding or application. No conclusions are included. Lacks structure and poor organization of ideas. Major revisions needed with respect to flow of ideas and grammatical errors. Limited application of required format, as per APA 6 th edition. |
| 50-54 0-49 | Fail | Demonstrates no acceptable research. Ideas are poorly developed and presented with no evidence of understanding or application. No conclusions are offered. Lacks structure and organization. Major revisions needed with respect to flow and focus. Consistent errors in grammar, spelling and/or format, as per APA 6 th edition. Paper is plagiarized or not handed in. |

Competency Levels and Year End Outcomes

Bloom's Revised Taxonomy

Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.

| Year | Year End Outcome | Bloom's Revised Taxonomy |
|-------|---|---|
| One | With minimal assistance uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines. | <p>Remember</p> <ul style="list-style-type: none"> • Identifies relevant prior knowledge from nursing and related disciplines. • Identifies new knowledge about the concept/issue from nursing and related disciplines. <p>Understand</p> <ul style="list-style-type: none"> • Identifies the components of the concept/issue. • Summarizes knowledge from the selected literature. • Explains the relevance of the concept/topic to nursing practice. |
| Two | With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines. | <p>Apply</p> <ul style="list-style-type: none"> • Explains how the concept/issue is applicable in nursing practice. • Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation. |
| Three | With minimal guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines. | <p>Analyze</p> <ul style="list-style-type: none"> • Explores the interrelatedness of the components of the concept/issue. • Discusses the theoretical foundation of the concept/issue. |
| Four | Independently uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines. | <p>Evaluate</p> <ul style="list-style-type: none"> • Critiques the evidence relative to the concept/issue. • Describes gaps/ inconsistencies in the evidence. • Compares the perspective of theorists from nursing and related disciplines. <p>Create</p> <ul style="list-style-type: none"> • Presents a convincing argument for the importance of the concept/topic to client care and nursing practice. • Draws conclusions about the concept/issue and its potential to shape the profession of nursing. |

Assumption

The year-end outcomes of years two, three and four include the taxonomy criteria of the years previous to it.

References

Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.

APPENDIX D

Keyano College Percentage – Alpha Grading System

| Descriptor | Percentage Scale | Alpha Scale |
|--------------|------------------|-------------|
| Excellent | 96-100 | A+ |
| | 90-95 | A |
| | 85-89 | A- |
| Good | 80-84 | B+ |
| | 76-79 | B |
| | 72-75 | B- |
| Satisfactory | 68-71 | C+ |
| | 64-67 | C |
| Minimum Pass | 60-63 | C- |
| Poor | 55-59 | D+ |
| | 50-54 | D |
| Failure | 0-49 | F |