



Nursing & Allied Health Studies Department
School of Health, Wellness, and Human Services

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM:
Keyano College**

NURSING 490

NURSING IN CONTEXT D

October 20th, 2014 to December 5th, 2014

Tutor: Bev Maron RN MSN

NURSING 490

NURSING IN CONTEXT D

Course Outline

Nursing 490 - Nursing in Context D *5(1.5-6s-3) in 7 weeks

CALENDAR STATEMENT *5(1.5-6s-3) in 7 weeks

A comprehensive approach to primary health care components in the care of clients in complex ambiguous situations. Case management and multidisciplinary skills will be emphasized. Students may have the opportunity to lead a multidisciplinary student group.

COURSE HOURS Lecture: 9 Seminar: 36 Lab: 18

COURSE DESCRIPTION

Through the process of Context-Based Learning, the goal of this course is to refine development of primary health care components using a comprehensive approach. Case management and interdisciplinary leadership skills will be emphasized. Client care (individuals, family, groups, aggregates, and community) is focused within the context of complex and ambiguous situations.

TUTOR INFORMATION

Bev Maron RN, MSN

Office hours: Tutor is available by appointment throughout the week.

Phone: (w) 791-4961

(h) 743-1659

(c) 714-1689

email: beverley.maron@keyano.ca

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 student what to do, about steps to take.
- Information:** Tutor tells student specifics about a concept, topic.
- Clarification:** 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:** 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:** 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 tutor now and then.

Learning Outcomes

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2014-2015* (found in handbook). Attention must be given to the competencies that are identified as pertaining to Nurse 490.

At the end of Nursing 490 the student will meet the following learning outcomes:

1. Demonstrate, independently, the process of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Demonstrate knowledge and understanding of the client as individuals, families, groups, aggregates, community and populations.
3. Demonstrate knowledge and understanding of case management.
4. Demonstrate knowledge and understanding of leadership skills in nursing and in the context of interdisciplinary teams.
5. Demonstrate understanding of the difference between multidisciplinary and interdisciplinary collaboration.
6. Demonstrate knowledge of primary health care and of its components in the context of clients with complex and ambiguous situations.
7. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
8. Integrate the knowledge and skills acquired in all learning environments, and be able to apply them in other situations.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies.

All work must be original in this course. Cutting and pasting from work done in a previous course is considered cheating/plagiarism.

Specialized Supports and Duty to Accommodate

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College Policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

POLICY STATEMENTS

This course outline acts as an agreement between the student and the tutor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (GFC, 29 SEP 2003).

[http://www.registrat.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.htm#23.4\(2\)](http://www.registrat.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.htm#23.4(2))

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation or aiding and abetting any of these offences. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC,29 SEP 2004)

Please review the Academic Integrity page for the University of Alberta accessed at <http://www.uofaweb.ualberta.ca/TIE/index.cfm>

"Without Academic Integrity, an educational institution would suffer complete failure. At the University of Alberta, our top priority is to maintain the integrity of the degrees we offer. To that end, we have created the Truth in Education program. It is designed to promote integrity in all educational activities, including learning, teaching, research and community events." Please review the Academic Integrity page for the University of Alberta accessed at <http://www.tie.ualberta.ca/>

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of

the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Please note that the use of any electronic device in examination situations, including cellular phones, tablets, Palm Pilots, and hand held computers is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required for urgent messages, it must be left with an examination proctor for the duration of the examination. All other cellular phones must be turned off.

COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with faculty members. The content messages of both e-mail and voice mail must be delivered in a professional manner. At Keyano College please use Keyano email when accessing Moodle.

Inappropriate messages may be considered "harassment". Refer to the Code of Student Behaviour Section 30.3.4(6)d. See also the University of Alberta Discrimination and Harassment Policy *44 GFC Policy Manual*, accessed at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlines in the

- Canadian Nurses Association (2008) *Code of ethics for Registered Nurses*, Part I Nursing Values and Ethical Responsibilities, E Maintaining Privacy and Confidentiality, and the
- *University of Alberta Code of Student Behaviour*, Section 30.3.3 Inappropriate Behaviour in Professional Programs.

REQUIRED RESOURCES

All previous textbooks and labs.

SEMINARS

Learning for Nursing 490 will take place in seminar groups. There are five scenarios in Nursing 490. Content from nursing, physical sciences, medical sciences, social sciences, and humanities will be introduced and integrated throughout each scenario.

Please see Nursing 490 timetable for specific details.

SCENARIOS

1. Inmates
2. Slave Lake Fire
3. Registered Nurse and Program Planning
4. Building a Healthy Workplace
5. Guatemala

LABS

In Nursing 490 there are 6 labs. Students will collaboratively participate each week in the following laboratory sessions as per the Nursing 490 timetable. Lab attendance, preparedness, and participation are all included in CBL marking. All labs directly related to the scenario-learning packages and assignments. It is an expectation that all students come to the labs with the assigned readings and any noted pre-lab activities completed. The labs in Nursing 490 are:

1. Population Health Promotion Model
2. Community Assessment
3. Community Development, Program Planning and Evaluation Part A & B
4. Integrated Approach to Nursing Care ****Please note that the class needs to divide themselves into 6 groups, decide which scenario the group wants to do and come to class prepared to discuss the scenarios with answers to the guiding questions****
5. Becoming a Leader

The Role of the Tutor and Student in Seminars and Labs is found in Appendix A.

OVERVIEW OF EVALUATION

1.	Scholarly Paper	40%
2.	NCLEX prep exam (On Line)	20%
3.	Final Exam	40%
4.	CBL Seminar/Lab Evaluation	Pass/Fail
	Total	<hr/> 100%

The final course grade is based on a combination of absolute academic achievement (an individual student's term summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks achieved in the class). Due attention is paid to descriptions of grade points according to the 2013/2014 University of Alberta Calendar Section 23.4(5).

Excellent:	A+, A, A-
Good:	B+, B, B-
Satisfactory:	C+, C, C-
Poor:	D+
<u>Minimal Pass:</u>	<u>D</u>
Fail:	F

Assignments are marked using letter scores. At the end of the course all scores are converted to numbers according to the percentage weight of the assignments. These numbers are totaled for a term summary mark.

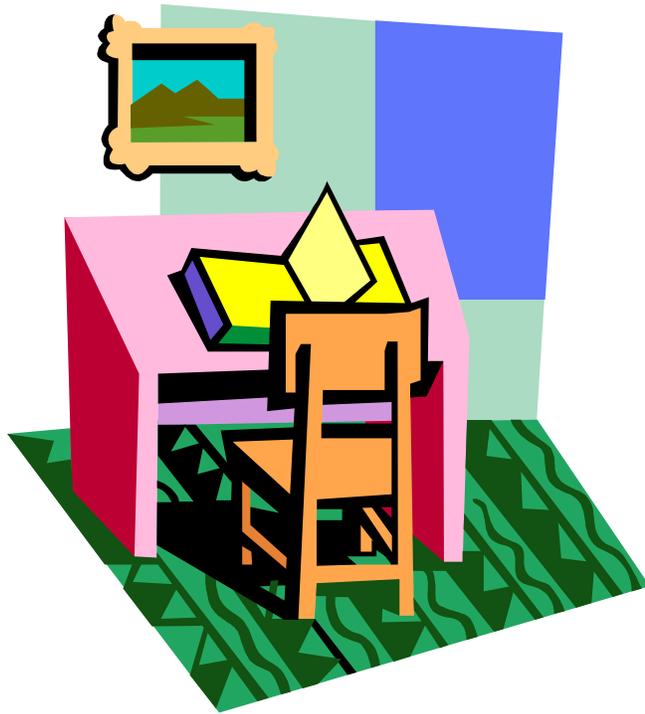
Note: Marks are not final until they have been approved by the University of Alberta and placed on Beartracks.

In order to successfully complete this course all evaluation components will be completed and submitted.

Late Policy for Assignments

Assignments not submitted on the day and time specified will incur a 5% deduction including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by email on weekends, but must provide a paper copy on the first day following the weekend.

OVERVIEW OF EVALUATION



1. **Scholarly Paper** (40%)
Due Monday November 24th, 2014

The purpose of this assignment is to allow the student to apply the Population Health Promotion Model to a specific aggregate.

You are to write a scholarly paper depicting the determinants of health. For this paper your focal determinant is socio-economic status (SES) in Canada. Your paper is to include the following:

1. Identify an aggregate that is affected by SES.
2. Through utilization of a comprehensive literature review, discuss how SES affects the health of this aggregate. Include in your literature review, support for the statement that "SES is one of the primary determinants of health" (Reutter, 2011).
3. Is there an interrelationships between SES and the other determinants of health? Utilize the literature to justify your answer.
4. In your discussion of SES, describe how implementing the Population Health Promotion Model (strategy statement, stakeholders and rational/planning) may impact the health of your aggregate.

Follow APA format for this assignment. The length of this paper excluding the title and reference pages is approximately 10-12 pages.

Incorporate research-based literature into your writing for this assignment.

Please attach copies of the reference papers used or email PDF files to the tutor.

Requests for extensions of this assignment must be discussed with the instructor prior to the due date.

Please see Appendix B for marking guidelines for this assignment.

2. **Theory NCLEX Exam** (20%)

The purpose of this exam is to assist the student with preparation for the NCLEX exam. The examination is comprised of 100 multiple choice questions.

This exam is scheduled for **Friday November 7th and is scheduled from 0900-1130hrs.** This exam is on line on Moodle. The timelines for this exam are firm.

3. **Final Exam** (40%)

Thursday Dec 4th. This exam will cover content for all scenarios, and labs. The format for the exam will be multiple choice questions.

This exam is scheduled from 0900-1100. The exam is on line on Moodle. The timelines for this exam are firm.

4. **CBL Seminar/Lab Evaluation (Pass/Fail) Wednesday December 3rd, 2014**

These evaluations will be held in the tutor's office on **Wednesday December 3rd, 2014.** Each student is to complete a self-evaluation of their performance in the seminar setting. This evaluation will be an **indepth** assessment of performance according to the criteria found in Appendix C. Based on this criteria, the student is to identify the mark that they believe is warranted. The self reflection is to include specific examples supported by literature. At the meeting between the tutor and student on December 4th, the tutor will add comments to the evaluation completed by the student, and a final mark will be discussed by both parties. **The reflective evaluation is to be submitted to the tutor by 1200hrs on Dec 1st, 2014.**

This reflection should include examples and evidence from the literature. Ensure your reflection includes how behaviors expected of a professional were demonstrated.

If a student is not performing in a satisfactory manner at the midterm point of Nursing 490, a midterm evaluation will be completed by the tutor. At this evaluation, strategies for development will be discussed. The evaluation criteria will be the same as found in Appendix C.

In order to pass Nursing 490 and progress to Nursing 494, the student will receive a Pass in the CBL seminar/lab evaluation. An Failure mark in any of the three areas of the tutorial evaluation guide will constitute a failure in Nursing 490 regardless of academic performance.

APPENDIX A

Context-Based Learning (CBL) Seminar, Student and Tutor Roles**Tutor Role:**

1. **In order to facilitate the CBL principle that learning is deliberate, focused and outcome-related, the tutor:**
 - a. understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
 - b. serves as a learning process guide rather than a context expert for students oriented towards learning focused context-based learning outcomes.

2. **In order to facilitate the CBL principle that students are active, involved, independent learners, the tutor:**
 - a. guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
 - i. discover what it is they do not know or understand.
 - ii. determines what they need to learn.
 - iii. determine how they will go about meeting their learning needs.
 - iv. seek credible resources that adequately address their learning needs.
 - v. synthesize information in relation to the demands of the context-based situation.
 - b. encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.

3. **In order to facilitate the CBL principle that learning is a deliberate, deep reflective, critical activity, the tutor:**
 - a. challenges rather than confirms all conclusions that students reach, not just those that may be wrong (e.g., "Are there other

possibilities you may not have thought of?"; "Let's stop and review our hypothesis again")

- b. encourages students to question their own ideas and hypotheses (e.g., "Do the rest of you agree with that?"; "What is the supporting evidence for that idea?"; "What do you mean/"; "How do you know that's true?"; "Can you please explain that to us?"; or "Why do you want to know that?")
- c. probes even after students feel they have learned (e.g., "What does that do for you?"; "What does it mean in terms of your ideas about the situation/")

4. In order to support the development of constructive group dynamics, the tutor:

- a. expects and feels comfortable with the various phases of group development.
- b. uses facilitative communication skills that support task and maintenance group functions.
- c. fosters discussion patterns in group that involve all students.
- d. encourages debate and disagreement among group members.
- e. supports decision-making process that has the support of all group members.
- f. addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.
- g. models constructive ways of giving others feedback about their contributions to group process.

5. In order to facilitate evaluation of student seminar performance, the tutor:

- a. reviews and clarifies overall program goals with those of each context-based learning situation.
- b. helps students articulate personal learning objectives and the mean by which to evaluate whether and how well each of those objectives is attained.
- c. provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student prepares an evaluative report for

each student indicating whether the expected seminar learning outcomes for a given term have been achieved.

- d. prepares an evaluative report for each student indicating whether the expected seminar learning outcomes for a given term have been achieved.

6. Respecting learner needs that are both individually unique and common to groups of students, the tutor:

- a. helps students realize that each one comes to the group with valuable skills and experiences.
- b. listens to student concerns with open verbal/non-verbal communication behaviors.
- c. supports students on a personal level, building them up not putting them down.
- d. encourages during periods of frustration thus encouraging students to believe in their capabilities.
- e. is open to variation as well as commonalities in life experiences; accepts differences in opinion.
- f. attends to group process in seminars with interest and enthusiasm so that students feel what they are experiencing matters.
- g. is flexible in scheduling time to meet with students outside of usual seminar times.

7. In order to create a climate of trust in a seminar setting, the tutor:

- a. both models and supports individual risk-taking behaviors reflecting moves from comfortable to new positions and roles.
- b. respects the behaviors and roles assumed by group members.
- c. asks group for permission before assuming leadership role in group process work.
- d. follows words, promises and commitments through with actions.
- e. models willingness and ability to identify personal strengths and weaknesses that influence group functioning.

Student Role:

1. **Students take an active, independent approach to their learning by:**
 - a. determining what they need to pursue as learning issues within the Undergraduate Nursing CBL Curriculum.
 - b. directing their own inquiry through group process work.

2. **Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:**
 - a. attending schedules CBL group sessions as a requirement of the undergraduate program.
 - b. being prepared for group sessions by having their work assignment previously determined by their group.

3. **In order to facilitate their learning through group process work, students share equally in group roles and responsibilities that typically include:**
 - a. helping group members to focus on given situations through reading it aloud.
 - b. Recording the learning issues, assumptions and connections made by group as well as other lists of data, and graphic representations important to their learning.
 - c. Moderating group sessions and keeping track of learning issues and responsibilities for next session.
 - d. Keeping track of the time used during group session to ensure the various and necessary activities of CBL group work occur.

4. **In following through with the analysis and decision-making process associated with CBL situations, students specifically:**
 - a. identify learning issues within a given situation.
 - b. determine group member assignments needed for pursuing the learning issues.
 - c. individually or collectively complete assignments as planned by group.
 - d. share what has been learned, interpreted and synthesized with entire group.
 - e. participate in the end-of-session review of each CBL situation.

- f. encourage and support participation of other group members during group sessions.
 - g. appraise credibility of information shared in group sessions according to sources utilized and cited by group members.
 - h. provide feedback about individual and collective group members performance to group as a whole.
 - i. be open to receiving feedback about own performance and contribution to group process from fellow group members.
5. **Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:**
- a. taking only the resources and materials that are necessary for learning issue being pursued.
 - b. returning resources and materials promptly when finished using them.

Developed by J. Bowman in
Collaboration with U of A Tutors
August 27th, 1997.

Context-Based Learning (CBL) Tutor and Student Roles in Lab Setting

Tutor Role

In the lab setting, the tutor continues to guide students through an active learning process as outlined in the document Context-Based Learning (CBL) Seminar Tutor Role by:

1. asking questions that stimulate students to assess, critique and appraise what they do and do not know or understand regarding the necessary skills needed in nursing practice.
2. assisting the students to consider all skills learning in relation to:
 - a. their underlying rationale
 - b. research-based evidence for their development
 - c. the identification and application of principles to their practice.
3. encouraging the students to seek resources that support the development of their skills.
4. acting as a role model in skill development
5. evaluating students' abilities to perform skills.
6. supporting the ongoing development of constructive group dynamics.
7. respecting the individual learning styles and needs of the students.
8. creating and fostering a climate of trust.
9. being respectful and responsible for the resources utilized in teaching lab skills by helping their students leave the lab in a prepared state for use by other students.

Student Role

In the lab setting, students continue to take an active, independent approach to their learning as outlined in the Context-Based Learning (CBL) Seminar Student Role and Criteria for Evaluation of Student Behaviors in CBL/Lab document which include:

1. being committed to the lab group and willingly sharing their intellect, knowledge and expertise.

2. attending scheduled lab sessions as a requirement of the undergraduate program.
3. coming to each lab prepared, having completed required readings etc.
4. seeking resources that will support their learning lab skills.
5. asking questions which contribute to their ability to assess, critique and appraise what they do and do not know or understand about skill development.
6. exploring and discussing the underlying rationale for skills learned.
7. applying research-based evidence to the development of their skills.
8. participating in the ongoing development of constructive group dynamics in their lab group.
9. respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

Developed by B,McLean in
Collaboration with U of A Tutors
August 27th, 1997

Revised May, 1999.

Appendix B
Scholarly Paper Marking Guide

Student Name: _____

Category	Evaluation	Weighting (%)	Mark
Structure	Evaluation Criteria	10	
	<p>Title Page</p> <p>Introduction</p> <ul style="list-style-type: none"> • Topic • Scope <p>Problem statement</p> <ul style="list-style-type: none"> • Explains topic • Identifies relevance to nursing practice <p>Review of literature</p> <ul style="list-style-type: none"> • Literature search strategy • Articles submitted <p>Discussion</p> <ul style="list-style-type: none"> • Includes own perspective <p>Implications for nursing practice</p> <ul style="list-style-type: none"> • Identifies future directions <p>Recommendations</p> <ul style="list-style-type: none"> • Flows from discussion <p>Conclusion</p> <ul style="list-style-type: none"> • Summarizes paper <p>Headings</p> <ul style="list-style-type: none"> • Levels appropriate <p>Length</p> <ul style="list-style-type: none"> • Meets requirements 		

	<p>References</p> <ul style="list-style-type: none"> • Aligns with topic • Peer reviewed • Current • Canadian • Primary sources • Search strategy submitted • Reference articles submitted <p>Appendices</p> <ul style="list-style-type: none"> • Label • Location 		
Content	Evaluation Criteria	50	
	<p>Assignment criteria</p> <ul style="list-style-type: none"> • Addressed <p>Literature</p> <ul style="list-style-type: none"> • Integrated <p>Competency level</p> <ul style="list-style-type: none"> • Understanding (Year 1) • Application (Year 2) • Analysis (Year 3) • Critical evaluation (Year 4) <p>Creativity</p> <ul style="list-style-type: none"> • Reflected <p>Flow</p> <ul style="list-style-type: none"> • Logical • Linking • Transitions <p>Focus</p> <p>Readability</p> <p>Development of ideas</p> <p>Depth and scope</p>		

Writing Clarity	Evaluation Criteria	20	
	Precision Clarity Flow of ideas Congruence of tense and tone Sentence structure Paragraphing Linking		
Writing Style	Evaluation Criteria	10	
	Grammar Punctuation Spelling Capitalization Abbreviations		
Crediting Sources	Evaluation Criteria	10	
	Quotations Paraphrasing Citing references in text Reference List		

Final Mark: _____

Tutor Comments:

Appendix C
Tutorial Assessment Guide of Students in CBL & Labs

NURSING 490 Tutorial Assessment Guide (TAG)

To be used in conjunction with the course objectives and Graduate Competencies document found in the handbook.

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

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

Self-Directed Learning	PASS/FAIL
Group Process	PASS/FAIL
Critical Thinking	PASS/FAIL

PASS

Meets the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 3.

FAIL

Does not meet the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 3.

Please Note:

Nursing 490 is based on PASS/FAIL performance. A PASS must be achieved in all three categories found in the Tutorial Assessment Guide in order to be successful in the course.

RC = Relevant Competencies (Graduate Competences and year-end Outcomes Condensed Version 2014-2015)			
Please refer to the course syllabus for the course objectives.			
RC	1. SELF-DIRECTED LEARNING	PASS	FAIL
33.3.1	1.1 Identifies gaps in knowledge.		
33.3.1	1.2 Acknowledges own strengths and weaknesses in the process of learning.		
33.3.1	1.3 Participates actively in defining own learning objectives.		
8.3,18.3	1.4 Selects appropriate resources to meet own learning needs.		
10.3 18.3	1.5 Uses credible and/or evidence-based resources to meet own learning needs.		
2.3,8.3 9.3,32.3	1.6 Demonstrates effective actions to meet own learning needs.		
33.3	1.7 Takes responsibility for actions and their consequences to self and group.		
32.3	1.8 Evaluates learning outcomes.		
32.3	1.9 Seeks constructive feedback.		
32.3	1.10 Responds to constructive feedback.		
Comments:			

RC	2. GROUP PROCESS	PASS	FAIL
33.3.3 27.3	2.1 Contributes to the development of group objectives and norms.		
33.3.3	2.2 Helps keep the group task oriented.		
33.3.3	2.3 Communicates ideas and information using a variety of communication skills.		
33.3.3	2.4 Assumes leadership role in group interaction.		
33.3.3 33.3.2	2.5 Actively facilitates the learning of others.		
33.3.3 26.3	2.6 Respects the values and opinions of others.		
33.3.3	2.7 Provides constructive feedback to others.		
33.3.3	2.8 Completes all tasks as negotiated within the group.		
33.3.3 27.3	2.9 Takes constructive action to address group concerns or conflict.		
33.3.3	2.10 Is present and punctual.		

Comments:			
RC	3. CRITICAL THINKING	PASS	FAIL
2.3,11.3 12.3,13.3	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.		
2.3,11.3.1 2.3,13.3	3.2 Identifies and clarifies the elements of the scenario/situation/ context.		
2.3,11.3, 12.3	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.		
8.3,9.3, 15.3	3.4 Makes links with prior relevant readings experience or knowledge.		
8.3,9.3 15.3,18.3	3.5 Demonstrates an understanding of underlying concepts.		
15.3,10.3, 2.3,33.3	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.		
2.3,10.3, 18.3	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.		
4.3,7.3, 14.3, 25.3	3.8 Generates and considers alternative perspectives.		
10.3,12.3, 18.3,25.3	3.9 Justifies reasons or actions.		
Comments:			
Summary comments:			

PASS / FAIL

Date: _____

Student's Signature_____
Tutor's Signature