

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
NURS 3230 A – Health, Illness and Healing (Acute)
Course Outline –Jan 2013**

COURSE INSTRUCTOR

Instructor: Mark Pijl Zieber PhD(c), RN
Office: Markin 3113
Phone: 403-329-2659
E-mail: m.pijlzieber@uleth.ca

COURSE DESCRIPTION

This course focuses on the experiences of individuals and families with increasingly complex acute and chronic health challenges across the lifespan.

COURSE OUTCOMES

The specific outcomes of the course are to:

1. Continue to develop skills as self-directed learners;
2. Examine nursing practice in an urban and rural acute care setting to develop a greater understanding of the inter-relationship between nursing practice and theory;
3. Continue to develop an understanding of the relationship between evidence and the delivery of nursing care;
4. Identify the assets of individuals, families and communities and how nurses can further enhance such assets;
5. Examine selected disease processes as they impact individuals and families.

CLASS SCHEDULE - (Q=Quiz)

Date	Topic	Information
Jan 15	Orientation and introduction: Scope of acute care, clinical areas	
Jan 22	Lab values & pharmacology review	
Jan 29	Frameworks for acute care: wellness independence model, family centred nursing, chronic illness model	Q
Feb 5	Rural health	Q
Feb 12	Diabetes and dyslipidemia	Q
Feb 19	Reading break	
Feb 26	Wound care	Q Clinical Resource Due
Mar 5	CVA	Q
Mar 12	Renal function	Q
Mar 19	Cardiac function	Q
Mar 26	Chronic respiratory	Q
Apr 2	Seniors health	Q
Apr 9	Infectious conditions	Q
Apr 16	Integration scenario	Lit Discussion completed

Typical Week:

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Assets posting and rationale due Monday evening	Class Day				Responses should be done

RELATED AND USEFUL RESOURCES

Current textbooks: A nursing fundamentals, a medical/surgical text, lab values guide, and drug reference guide, American Psychological Association Manual (6th edition).

Online:

- Online Learning Modules and Discussion Forums on Moodle. <https://moodle.uleth.ca/>
- Discussion forums may be locked 2 weeks after each class

SYSTEM REQUIREMENTS

All theory courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If students are having difficulty with Moodle, they can check <http://moodleanswers.com/> to see if the answer to their problem is already posted online, or they can contact crdc.support@uleth.ca. If students are having difficulty with Internet access, they may call the IT Solutions Centre at 403.329.2490.

FOSTERING A POSITIVE LEARNING ENVIRONMENT

Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To create and sustain this environment, please:

- Turn your cell phone/Blackberry off or set it to vibrate. Do not take calls or send/receive text messages during class;
- Arrive to class/return from breaks on time and stay the entire class. If you are late, please remove your coat and organize your laptop/note-taking materials before entering the classroom and take the nearest seat available to avoid disruption. If you miss a class, you are responsible for the material covered, announcements, or materials distributed. Please negotiate with one of your group members to obtain the material you missed;
- Use laptops for note-taking. Do not check emails, watch movies, or access social networking sites (such as Facebook) during class;
- Once class has started, please remain in the room unless there is an emergency. A break will occur part way through the class to allow you to attend to personal matters;
- Demonstrate courtesy to your classmates by limiting cross talking during lecture and group discussions. Listen fully to your classmates and avoid interrupting when they are speaking. Cross talking will be addressed swiftly by the instructor.

GENERAL GUIDELINES FOR ASSIGNMENTS

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see academic calendar under student discipline for further information).

In accordance with university regulations on duplication, "no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere". (U of L 2012/2013 Calendar, p. 80).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

COURSE ASSIGNMENTS AND EVALUATION

1. **Clinical resource assignment (30%)** – this assignment will involve the production of a clinical resource to aid your acute care practice. It will involve:
 - Identification of an area of clinical knowledge growth and synthesis (eg - Treatments, pharmacology, Rural considerations, physiology, pathology, theoretical knowledge or important nursing care)
 - Researching the evidence pertaining to the topic
 - Production of a creatively organized and compact resource that synthesizes a broad and current knowledge of the topic. (eg - concept map, decision tool, cheat sheet, care pathway, etc.)

Final submission will include:

- Title page (APA)
- 1-2 page Introduction and rationale for your topic and approach (References not mandatory in this section)
- Clinical resource document (Attached however is convenient)(With numbered references)
- Reference page (Modified APA as discussed in class)

Primary grading criteria will involve creativity, synthesis of knowledge and rationale for your approach. See grading sheet later in course outline.

It is strongly suggested that you review your topic with your instructor. The topic for this assignment has a high degree of individuality. We can help you with approach or to clarify your ideas.

2. Literature discussion (35% for the term) – Final submission due last week of classes.

This assignment will involve the gathering of evidence and a rationale pertaining to the topic of the week. The purpose of this assignment is to promote and enhance student's ability to effectively and appropriately engage in an evidence-informed approach to practice.

Participating in asynchronous discussions is a considerable requirement of this course. Regular and in-depth participation is required to do well this course and to maximize the benefit of the learning environment.

Posting one

- Each week, students will gather and post (in Moodle) two evidence-based “**assets**”. An asset can be a piece of peer reviewed literature, professional literature, relevant media, or grey literature that offers insight or understanding of the topic of the week. Postings will be due the day before each class period. Your assets can be included with the posting as an attachment, persistent link, or web URL.
- A scholarly rationale for the assets inclusion will be posted that outlines the main message of the asset and the reasons and implications of the student's choice to a larger context. Use your critical thinking and develop your ideas. Pose questions and aim to stimulate discussion.

Posting one ...

- Following class each student will come back to the discussion forum at least 1 additional time/s (one is the minimum expectation) to evaluate and give feedback on another group member's assets and rationale. The evaluation and feedback should be of a constructive and collegial nature. The idea is to encourage your group member, ask intelligent questions and promote scholarly conversation. Feel free to respond to your colleagues responses and to start an interesting conversation.

- Formal midterm feedback will be given to give an indication of performance up to midpoint.
- Discussion threads may be locked 1-2 weeks following each class.

Assessment criteria for discussion participation:

1. Timeliness and consistency of contributions (as above). Postings are within the time frame specified in the syllabus. No grammatical or spelling errors. Choice of assets reflects a critical thinking process and demonstrate a diversity of sources.
2. In the rationale each week there is evidence of deep reflection upon assets. The summary of the main message is insightful and demonstrates analysis. Clear evidence of critically examining issues raised by the discussions in class and



online. Actively and consistently discusses the strengths and limitations of any materials and resources brought into the discussion. Clear links between weekly topics and readings; demonstrates understanding of linked sources where applicable. Logical development of ideas, arguments and conclusions.

3. Responds to **at least one colleague per week**. One is the minimum expectation. Responds to peers' and instructor's questions. Proactively promotes learning of the class as a whole. Considerable and consistent engagement with other students' ideas, opinions, and viewpoints. Responses to peers are professional, affirming, and questioning and aim to extend the thinking of peers. Overall comments highly respectful of others and offers constructive feedback to others. Proactively promotes learning of the group as a whole.
(See grading rubric on page 9 for more detail)

Netiquette Rules for the Discussion Forums - Etiquette of the Internet

- **Confidentiality:** Know that what is said in class stays in class.
- **Respect:** Respect others' opinions. We often learn when we hear an opinion that differs from our own. Respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks.
- **Participate:** Engage fully in threaded discussions.
- **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share:** Avoid monopolizing any discussions.
- **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, and personality do not translate in written text (and this is what emoticons are for 😊).
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses in the wrong place will be required to be moved to the correct one.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.
- **Lingo:** Avoid language and abbreviations that are specific to nursing and health sciences, for the benefit of those not in those disciplines.

3. **Unit quizzes (30%)**

There will be a short quiz (approximately 5 questions) at the beginning of 10 of the classes. It will test the knowledge that students should be bringing forward from N250 and will be a preparation for the class. It is recommended that students review the basic pharmacology, physiology, pathology and critical lab work related to the topic of the previous week. Primary quiz content will be from the current Med/Surg textbook, the chapters associated with each class will be posted on Moodle. Question material and format may also be taken from the CRNE exam prep guide. The purpose of this assignment is to prepare students for successful completion of the CRNE exam prior to professional practice.

- a. Quizzes will be graded and reviewed in class directly
- b. Make up quizzes may be permitted at the discretion of the instructor, but only under the following circumstances:
 - The student has informed the instructor of his/her absence prior to the start of class
 - The student and instructor have come to a mutual agreement of when the quiz will be taken
 - The quiz is taken within one week of the missed class

4. **Integration activity (last day of class) (5%)**

On the last day of class there will be an integration that will encompass the knowledge and skills gained throughout the course. Students will assume one of 5 health sphere roles and will prepare the following (in accordance with the topic selected by the group):

Role	Activity	Preparation
RN #1 (assessment)	Manage pt. assessment	Prepare a holistic assessment

		process, including appropriate health history.
RN #2 (patient education)	Patient education	Prepare a realistic and employable health education plan
Home Care RN	Community resources and continuum of care	Prepare community resources and transition process
Pharmacist	Medication management	Prepare a medication regime based on typical prescriptions. Include pharmacological information that would be relevant to the patient's case.
Patient	Patient and family concerns	Develop a realistic patient profile based on a typical presentation and psychological responses to illness.

During the class, the groups will carry out a living case study based on the information gathered and organized prior to class. Each person will assume the role assigned during the integration activity. Following the class each student will hand in their individually prepared outline of their activity for evaluation. Between 2 – 4 pages should be appropriate.

The breakdown for assignment evaluation is as follows:

- 0 – Did not participate and/or no preparation submitted.
- 1 – Minimal to average participation and preparation.
- 2 – Participation and preparation adequate but minimalist.
- 3 – Participation and preparation reasonable and above average.
- 4 – Participation and preparation strong, meaningful and patient focused.
- 5 – Participation and preparation extraordinary. Of the highest quality.

GRADING

The grading system is consistent with that established in the Faculty of Health Sciences effective May 1, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the beginning of class on the due date UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER in advance of the scheduled due date.

A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, then the mark will be reduced by 5 percentage points per day.

Assignments can be submitted in paper and/or electronic format as stipulated by the course instructor.

If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ATTENDANCE POLICY

Purpose:

Attendance at all nursing theory classes is an expectation of the nursing program. Multiple absences may jeopardize a student's development of the knowledge-base required for competent professional nursing practice and successful completion of course requirements. As adult learners, students are ultimately responsible for their own learning; however, it is also recognized that repeated absences may have a negative impact on collaborative learning experiences.

Policy Statements:

1. Unexcused absences are considered unprofessional conduct.
2. When an absence occurs (e.g., due to illness), it is the student's responsibility to notify their instructor/professor and student group members of their absence.
3. Students in group-based learning activities are responsible and accountable to their group members for their participation and attendance. Peer evaluations support individual accountability for contributions to group assignments and to participatory learning. Students are expected to demonstrate accountability and integrity in completing peer evaluations.
4. A Theory Enhancement Plan may be initiated by an instructor/professor for any student with repeated absences. A Theory Enhancement Plan is designed to support student success in meeting theory course requirements and outcomes.
5. Students are expected to complete all course components.

Student Athletics Participation and Nursing Student Attendance at Professional Conferences

The NESAs BN programs acknowledge that some nursing students are members of their academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. All members of a University of Lethbridge or Lethbridge College athletic team who anticipate absence from theory or clinical course related to athletic commitments should discuss these potential absences with their instructor/professor at the initiation of the course to determine if these absences can be appropriately accommodated without impacting the student's ability to attain the course outcomes and required clinical hours. Please note that students on athletic teams must meet with an academic advisor at their institution to assist with course planning each semester and should attempt to register for courses so that their athletic commitments have the minimum impact on their academic commitments.

Official student delegates for professional nursing associations including the Canadian Nursing Students Association (CNSA) may be granted permission to attend official conferences/meetings during course time as long as participation in these activities will not adversely interfere with their achievement of course objectives. Student delegates should discuss the potential absence with faculty at their earliest convenience to determine if permission to attend these events can be granted. Permission to attend conferences will not be granted for any student that is not demonstrating an appropriate level of clinical practice or who has a Practice Enhancement Plan in effect.

Refer to the 2011/2012 NESAs BN Programs Student Handbook for further information.

LEAVE OF ABSENCE

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing CRNE exams.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support.

Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least * **two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

REFERENCES

2011/12 NESAs BN Programs Student Handbook
2011/12 University of Lethbridge Academic Calendar
Faculty of Health Sciences Guidelines for Course Syllabus Preparation

MARKING GUIDE

Clinical Resource Marking Guide

Student:

	F	D Minimal Pass	C Satisfactory	B Good	A Excellent
Organization for resource 0.0 /40	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Organization approach is awkward and difficult to decipher <input type="checkbox"/> Resource lacks practice relevance <input type="checkbox"/> Organization demonstrates poor integration of educational/ organizational theory <input type="checkbox"/> Organization reflects compartmentalization of knowledge.	<input type="checkbox"/> Organization approach is awkward at times but can be perceived <input type="checkbox"/> Resource is readable but misses practice area realities. <input type="checkbox"/> Organization demonstrates marginal integration of educational/ organizational theory <input type="checkbox"/> Organization demonstrates some connections between knowledge and action. Most information is separate.	<input type="checkbox"/> Organization approach for the resource has both a quality and simplicity <input type="checkbox"/> Resource has a strong link to practice realities <input type="checkbox"/> Organization demonstrates good integration of educational/ organizational theory <input type="checkbox"/> Organizational tools demonstrates good connections between knowledge and action	<input type="checkbox"/> Organizational approach is exceptional and multi layered <input type="checkbox"/> Resource is profound in its link to practice realities <input type="checkbox"/> Organization demonstrates exceptional integration of educational/ organizational theory <input type="checkbox"/> Organization utilizes tools and approaches demonstrating a synthesis of knowledge and action
Evidence and rationale 0.0 /40	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Construction Incorporates a barely adequate range of references of inconsistent quality. <input type="checkbox"/> Supportive evidence is minimal or from limited sources <input type="checkbox"/> Rationale barely adequate <input type="checkbox"/> Quality of substantive content barely adequate	<input type="checkbox"/> Construction incorporates a decent range and quality of scholarly resources, perhaps from a limited range of databases <input type="checkbox"/> Evidence has either depth or breadth but with gaps or omissions <input type="checkbox"/> Rationale adequate but unexceptional <input type="checkbox"/> Quality of substantive content adequate but with superficial areas	<input type="checkbox"/> Construction incorporates a broad range of quality scholarly resources <input type="checkbox"/> Evidence demonstrates both depth and breadth <input type="checkbox"/> Rationale strong but could be improved <input type="checkbox"/> Quality of substantive content strong but not representative of excellence	<input type="checkbox"/> Construction incorporates an exceptionally broad range of significant scholarly references <input type="checkbox"/> Exceptional integration of multiple layers of evidence <input type="checkbox"/> Rationale strongly argues for the purpose and approach for the resource <input type="checkbox"/> Quality and depth of substantive content exceptional
Quality of production 0.0 /20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Production represents marginal quality <input type="checkbox"/> Resource is large and unlikely to be used <input type="checkbox"/> Minimal creativity demonstrated	<input type="checkbox"/> Production quality improving but with notable gaps <input type="checkbox"/> Resource is portable but lacks usability <input type="checkbox"/> Adequate creativity demonstrated	<input type="checkbox"/> Production quality solid and consistent <input type="checkbox"/> Resource is portable and shows definite usability <input type="checkbox"/> Strong creativity demonstrated	<input type="checkbox"/> Production quality is exemplary <input type="checkbox"/> Resource is portable and brilliant in its usability <input type="checkbox"/> Exceptional creativity demonstrated
0.0 /100	Grade will be computed to be worth 30% for the term				

COMMENTS

Organization –

Evidence –

Quality –

Literature Discussion Marking Guide

Student:

	F	D Minimal Pass	C Satisfactory	B Good	A Excellent
Quality of assets 0.0 /10	<input type="checkbox"/>	<input type="checkbox"/> Minimal submission of assets on a weekly basis. Submissions are inconsistent or not complete. <input type="checkbox"/> Choice of assets represents a minimal search process, perhaps from limited databases/sources and utilizes information that is not current, reliable or relevant. <input type="checkbox"/> Search process not identified or discussed in rationale.	<input type="checkbox"/> Adequate submission of assets on a weekly basis. Submissions are inconsistent or late. <input type="checkbox"/> Choice of assets represents a decent search process, perhaps from limited or unreliable databases/sources. <input type="checkbox"/> Search process and selection criteria superficially discussed in rationale, with little insight or demonstration of critical appraisal.	<input type="checkbox"/> Good submission of assets on a weekly basis <input type="checkbox"/> Choice of assets represents a good search process with a diversity of databases/sources. There is some connection between assets and their relativity. <input type="checkbox"/> Search process is discussed and justification for selection of assets discussed in rationale.	<input type="checkbox"/> Excellent submission of assets on a weekly basis. Submissions are done early and go beyond minimal requirements <input type="checkbox"/> Choice of assets represents an extensive search process incorporating multiple databases/sources and demonstrates a critical appraisal process. Assets compliment, build upon, or add to understanding of each other. <input type="checkbox"/> Search process is clearly identified and discussed in rationale. Insightful and sophisticated explanation offered for why certain assets were selected for use.
Rationale for assets 0.0 /50	<input type="checkbox"/>	<input type="checkbox"/> Critical thinking superficial. Reflects public knowledge <input type="checkbox"/> Summary of assets reflects minimal development and thought <input type="checkbox"/> Evaluation of the assets and significance to practice is adequate but lacks significant thinking or a critical thinking approach <input type="checkbox"/> Expression of ideas unclear and confusing.	<input type="checkbox"/> Critical thinking beginning but lacking sophistication and depth <input type="checkbox"/> Summary of assets reflects reasonable development and thought <input type="checkbox"/> Evaluation of the assets and significance to practice is adequate but superficial <input type="checkbox"/> Expression of ideas is reasonable and coherent	<input type="checkbox"/> Critical thinking present with some depth <input type="checkbox"/> Summary of assets reflects solid development and thought <input type="checkbox"/> Evaluation of the assets and significance to practice is good and represents significant thought <input type="checkbox"/> Expression of ideas is neat and clear	<input type="checkbox"/> Critical thinking demonstrated by making sophisticated insights and connections. <input type="checkbox"/> Summary of assets reflects development and thought clearly beyond expectations <input type="checkbox"/> Evaluation of the assets and significance to practice is insightful and represents complex and organized thinking <input type="checkbox"/> Expression of ideas utilized creativity and demonstrates excellence
Asset/ rationale feedback 0.0 /40	<input type="checkbox"/>	<input type="checkbox"/> Minimal contribution to the learning process of student colleagues. <input type="checkbox"/> Minimal quality and thought reflected in feedback. <input type="checkbox"/> Minimal feedback postings. Often inconsistent. <input type="checkbox"/> Additional feedback postings represent knowledge level thinking	<input type="checkbox"/> Satisfactory contribution to the learning process of student colleagues <input type="checkbox"/> Satisfactory quality and thought reflected in feedback. <input type="checkbox"/> Meets the minimal requirement in a straightforward and conventional manner <input type="checkbox"/> feedback postings represent application level thinking	<input type="checkbox"/> Demonstrates a reasonable and consistent contribution to the learning process of student colleagues <input type="checkbox"/> feedback posting demonstrate sound thought and meaning. Incorporates additional references for support. <input type="checkbox"/> Meets the minimal feedback requirements with increasing significance and complexity <input type="checkbox"/> feedback postings represent analysis level thinking	<input type="checkbox"/> Proactively promotes the learning of the entire group through feedback <input type="checkbox"/> Feedback postings demonstrate excellence and insightful thought. Incorporates additional literature to compliment, contradict, or elaborate upon the discussion/ understanding surrounding assets and rationale <input type="checkbox"/> Goes significantly beyond the minimal requirements in quantity of feedback, and in significance and complexity <input type="checkbox"/> feedback postings represent synthesis level thinking
0.0 /100	Will be computed to be worth 35% for the term.				

COMMENTS

Assets –
Rationales –
Feedback –