

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES

NURS 3135 – Professional Seminar II –Section A
Wednesday 1700 – 1950 (M1035)
Course Outline – Fall 2014

COURSE INSTRUCTOR

Instructor: **Peter Kellett, MN, PhD (c), RN**
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COURSE DESCRIPTION

Credit hours: 3.0

Contact hours per week: 3-0-0

Pre-requisite: Completion of the first five semesters in the NESA B.N. program OR completion of the first three semesters in the B.N. After-Degree Program

Co-requisites: One of Nursing 3020, 3125, or 3230

This course is an examination of the social, economic, ethical, and political issues and policies influencing the nursing profession and the health care system. Topics include scope of practice, legal liability, nursing work life, changes strategies, leadership/management concepts, and individual responsibility for promoting effective change.

COURSE OUTCOMES

Upon successful completion of the course, the student will be able to:

1. Critically examine the implications of social, political, economic, and relational power and their influence on current registered nursing practice, education, and research.
2. Identify and discuss social, political, and economic issues and major political and social events/movements that have influenced the Canadian health care system, and the nursing profession.
3. Explore the ethical and legal implications of major political, social, and economic events/movements on current nursing practice, education, and research.
4. Articulate and critically reflect on the registered nurses' roles and responsibilities as members of the nursing profession and as part of the interdisciplinary health care team.
5. Explore change strategies and leadership/management concepts and how individual registered nurses can effect positive change.

REQUIRED RESOURCES

There is no required textbook.

Required weekly readings (chapters, articles, links to online resources), will be posted on Moodle as relevant to course content each week.

Bringing a web-enabled device to class to respond to interactive Sli.do questions is encouraged.

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.

RECOMMENDED WEB ACCESS/SITES

In addition to readings from the texts, you will be expected to take initiative in accessing a variety of recent, relevant, research-based journal articles and media materials to support in class discussions.

Some important sites include: Alberta Health Services (AHS); College and Association of Registered Nurses of Alberta (CARNA); International Council of Nurses (ICN); Canadian Nurses Association (CNA); Registered Nurses Association Ontario (RNAO); The Canadian Nurses Portal NurseONE (nurseONE.ca); and, United Nurses of Alberta (UNA).

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:

1. Be punctual: Arrive for class and return from breaks on time and stay the entire class. Please inform your instructor if you will be late or must leave early.
2. Be professional: Turn off cell phones or set to vibrate, and please do not take calls or send/receive text messages during class. Turn off any other electronic device not used for class discussion. If you use a laptop in class, please confine activities to note-taking or searching out materials as part of class activities. Do not check emails, watch movies, or access social networking sites during class. Demonstrate courtesy: avoid cross talking and interrupting when someone else is speaking.
3. Be present: Attend all classes. Listen attentively and be prepared to engage in learning strategies involved in class, including group discussions and various learning activities. 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.
4. Be participatory: Be committed to self-directed learning, professional growth, and problem-solving within a group setting.
5. Be prepared: Complete all of the readings and have the necessary documents available for use during discussion.

COURSE ASSIGNMENTS AND EVALUATION

Assignment	% of final grade
Town Hall meeting	20%
Town Hall written assignment	20%
Quiz 1: Content from weeks 2-3 (week 4)	10%
Quiz 2: Content from weeks 4-6 (week 7)	10%
Quiz 3: Content from weeks 7-9 (week 10)	10%
Quiz 4: Content from weeks 10-12 (week 13)	10%
Professional Ranting and Roaring as an RN	20%

1. TOWN HALL MEETING (group assignment; 2 components): 40% Due dates variable

The purpose of this assignment is for students to learn about one commonly used and often very effective strategy that is used to effect change: the town hall meeting. Town hall meetings can be a great way to get a message across to an audience, advocate for needed change, and/or champion new attitudes and

policies. Although the format for a town hall meeting can vary, typically it is a session facilitated by a moderator, and involving a panel of experts presenting different perspectives on an issue in front of an audience.

You will be planning such a meeting on a topic of interest that is agreed on by the entire team (your base group). Remember, this is a team effort, and a group mark. The topic of interest must be related to the course outcomes, and may be generated by the readings, class discussions, or your own passion about a topic of interest that the team wants to explore further. Some suitable examples of topics that have been of interest to others will be shared in class.

a) Town Hall Meeting: conducting the meeting (20%) Due dates variable

So what does a Town Hall look like? A town hall generally starts with a moderator introducing her/himself, welcoming the audience, introducing the topic, and providing an overview of the purpose and format of the meeting. This is followed by an introduction of the panelists. (This should all take a maximum of 5 minutes). Next, the moderator commences the panel discussion. Each panelist will speak in turn for a specified time limit, and the moderator ensures panelists all keep to time limits. The panel presentation will last for no more than 30 minutes, followed by Q&A. The Q&A portion of the meeting is no more than 15 minutes. Somewhere in your meeting, you must incorporate two “Sli.do questions” in order to engage your audience—place them where you think they might have the most impact, and give you the best feedback. Total time of the meeting is 50-55 minutes. The components you will be graded on in the Town Hall meeting are included on the marking guide included in this syllabus.

b) Town Hall Meeting: Written component (20%)

Due dates variable: Paper is due at the beginning of class, one week after your town hall presentation.

Your efforts do not end with the town hall. In most cases a town hall meeting serves as a catalyst for future strategies and initiatives. For the written component of this assignment, as a group, you will need to:

- i. Conduct a debriefing session: convene the team to discuss how it went. Discuss whether or not you achieved your goals. Why or why not? Reflect on what the next steps could be and discuss your action plan.
- ii. Prepare a Meeting Report and Action Plan. This written piece of work should follow APA format, and be a maximum total of 6 pages in length (excluding the title page and references). The paper will be assessed according the marking guide included in this syllabus.
 - Meeting Report: see specific components on marking guide.
 - Action Plan: ***what are the next steps in promoting this change, and why are these the next steps?***
 - You should explain why you have chosen each action as your next step i.e. provide rationale for the action steps you will take, incorporating evidence into your discussion. It should be clear what change theory are you applying, and how it is relevant to each step of your action plan.
 - Good plans also include who is responsible for what, and by when, so be sure to assign accountabilities and reasonable dates for achievement. (Remember, some things take longer than others, and some actions need to be broken down into a sequence of action steps to be taken in a particular order). When completing this portion of the report, also keep in mind that you only have control over what you can do as a group of professionals. Telling someone that something should change, does not always mean they will actually follow through with your recommendations. As a town hall panel you have no authority to tell others what to do, so your plan should articulate how you or your audience can play a role in facilitating change. (e.g lobbying government representatives, engaging in social marketing, etc...).
 - The action plan can be written in point or tabular form.

So how do you do this? To assist you in your planning we have outlined the planning process for you:

In your base group, you will:

- a. **Have a group discussion:** critically examine a selected topic of professional interest. What is the issue? What do we think needs to change? Frame this as a question, for example: "Should the flu vaccine be mandatory for all health care professionals except in the case of allergy to the vaccine?"
- b. **Think critically about the audience** you wish to engage in this town hall (this audience will be role-modeled by the larger class when you do your presentation). This is the group you want to influence in order to promote the needed change.
- c. **Gather all the information** you need in order to decide on your position on the issue, and inform your position adequately with evidence. Remember, you want to influence your audience with integrity and reasoned arguments, backed by evidence. This is NOT a debate; you have taken a position on something you believe needs to change. Now you are trying to engage and influence others.
- d. **Once you have decided on your position and have a clear idea of what topic you want to tackle and why:**
 - Express the selected topic as a question and compose a paragraph explaining its relevance to the nursing profession and your reasons for choosing it, your position on the issue, and the audience that you want to address. **Discuss this with your instructor at least one week prior to your presentation to ensure you are on the right track.**
 - Planning: Together, create a presentation plan and assign roles and responsibilities to each team member.
 - Identify someone in your group to play the role of the Town Hall Moderator or Facilitator. This is a very important role! The person selected by the team to play the role of facilitator or moderator will be 'setting the stage'. The moderator is responsible for thoroughly introducing the issue to the audience; clearly articulating the position taken; explaining why this issue is important to nursing/health; facilitating the panel discussion; appropriately directing audience questions to panelists, and effectively summing up the entire process at the end.
 - Identify who the panelists will be, and who they represent. Think about the issue that you'd like to address and what you want to get out of your event. Those who are playing the role of panelists must research the professional issue from their different perspectives using a variety of resources. Panelists must be prepared to provide compelling arguments to support the overall position (information from experts, data, literature, sometimes stories/anecdotes etc.). The most effective panels usually feature experts with a broad range of experience. Remember, you need to research ALL sides of the issue, even though you are taking a position. Why? Because you need to be able to respond professionally, and from a base of evidence as you address contrary views that may be raised by the audience at your town hall.
- e. **Again, think critically about the audience you will be addressing** (and it's up to you to assign your classmates a role as an audience)--are they a group of nursing colleagues on a hospital unit? Are they members of the public? Are they CARNA board members? Politicians? City Council? Think about the unique characteristics of the audience you will be trying to influence. Ask yourselves: what perspectives, issues and challenges will matter to this audience? How might they react to what you have to say? Do you anticipate resistance, even anger? What kind of questions do you need to be ready for? This information will help you know how to focus the discussion and give your presentation credibility. Construct a profile of the audience based on

solid research. **Do your homework!** Who makes up the group, and what can you find out about them? For example, will you be addressing a familiar group, like nursing peers in the hospital? A governing Council such as CARNA? The UNA leadership? Senior nursing leadership in AHS? A community group? City Council? It depends on the issue you select, and who you think you need to influence in order to advance the desired change).

- f. **Identify your goal and objectives.** No two town hall meetings are alike. The objectives and content of your town hall will depend on your goal and focus. REMEMBER: You want to influence others to take an action (immunize their kids; change a policy in a workplace; support a resolution for nursing action to address a community health issue... This isn't a typical "educational session"...you want **change**, and you want to facilitate **action** on change!

2. Professional Ranting and Roaring as a Registered Nurse (20%) – Due Week 10 – Nov 5th

In a world dominated by the Internet, laptops, smart-phones, and tablets, appropriate use of social media and online forums can be an effective political strategy for change within the profession of nursing, and potentially the health care system as a whole. Conversely, unprofessional and poorly informed commentary can undermine genuine efforts for change, or in some cases, actually harm the image and credibility of the profession.

In this assignment, students are invited to pick **ONE** of the following approaches to make a case for something that you feel should be changed in the profession, practice, or practice environments of nursing. Although on the surface these options may seem quick to accomplish, writing concisely and well is actually quite challenging; therefore, I suggest you start working early on this assignment so that you can hone your writing/script over multiple drafts. I will be asking you to post your submission for the class to see on Moodle. Marking criteria are attached to the end of the syllabus

Option 1: Create a Video Rant

Rick Mercer is the creator of some of the best rants in Canada, because they are funny, cleverly written, well-informed, and have a clearly defined argument and message. To see a good example of Rick Mercer in action look up his rant on the flu vaccine (<http://www.cbc.ca/player/Shows/Shows/The+Rick+Mercer+Report/ID/2310473107/>).

Create a video rant of 2 minutes or less, that challenges an established issue in nursing or health care, and makes an informed and well-constructed argument for change. While humor is of course encouraged, please maintain a professional tone, and make sure that your facts and arguments are sound by researching the issue thoroughly. Focus on creativity and cleverness rather than crassness. While what you say in your video rant will represent your submission for this assignment, you must also submit your scholarly references utilized to construct and inform your argument.

If you are planning to share your video rant via an online video sharing site like Youtube, Vimeo, etc., please set the video to private so that only people who have the direct link can view it. This will give me an opportunity to give you some feedback on it before you share your rant with the world.

Option 2: Write a Blog Post

Blogs are increasingly being used as a forum to share ideas within the nursing professional community, and bring nurses together around common issues. Examples of professional nursing blogs that you may wish to check out are:

Shannon Spenceley's - On the Caring Edge of Alberta's Health Care System - www.shannonspenceley.com/

Ian Miller's – The Nurse Path – www.thenursepath.com
Impacted Nurse – www.impactednurse.com

Write a blog article of 500 words or less (approximately 1 single spaced or 2 double spaced typed pages) that articulates your point of view as a professional registered nurse on a nursing or health care issue that you feel should change. You will need to craft your argument carefully, and draw on high quality scholarly references to support your position. If you wish you can also accompany your article with appropriate artwork/photo. Please submit your article for feedback before posting anything online outside the Moodle course.

3. QUIZZES: (10% each for a total of 40%)

The purpose of the quizzes in this course is to ensure familiarity with the key concepts discussed, and to give students practice writing multiple choice examinations. These multiple choice, in-class quizzes will be 20 questions in length, will not be cumulative, and will be based on ***the required readings and classroom discussions*** covered in the weeks since the previous quiz.

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 2014/2015 Calendar, p. 78).

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.

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 at least 48 hours in advance of the scheduled due date, at the instructor’s discretion.

A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends up to a maximum of 14 calendar days, after which a grade of zero will be assigned. All papers will be initially graded according to the assignment’s original marking guideline, and 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.

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%

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.

Student Athletics Participation and Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESAs Governance Committees

Athletic Team Participation: 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 practice 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 practice 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.

CNSA Conference Attendance: Official student delegates, and other nursing students who wish to attend the Canadian Nursing Students Association (CNSA) conference may be granted permission to attend the conference during course time as long as participation in these activities will not adversely affect

achievement of course objectives. Permission to attend conferences will be granted for any student who is in good standing within the BN programs, and has no Enhancement Plans currently in effect. **Refer to the 2014/2015 NESAs BN Programs Student Handbook for further information.**

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 Accommodated Learning Centre at 403-329-2766, <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Accommodated Learning 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.

THEORY COURSES COORDINATOR

Bernadine Wojtowicz, BN, MHS (N), RN

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REFERENCES

2014/15 NESAs BN Programs Student Handbook
2014/15 University of Lethbridge Academic Calendar
Faculty of Health Sciences Guidelines for Course Syllabus Preparation

N3135: Professional Seminar II: Tentative Class Schedule – Fall 2014

WEEK <i>(Date)</i>	
	Topic
1 (Sept 3)	Who the heck are we and why are we here?
2 (Sept 10)	Nursing and the health care system: Who cares? We do!
3 (Sept 17)	Got any change? – Facilitating Change
4 (Sept 24)	QUIZ 1 Deconstructing Diversity
5 (Oct 1)	I am gendered: hear me roar! – The impact of gender on the nursing profession Town Hall 1
6 (Oct 8)	Workplace health: I love working here! Town Hall 2
7 (Oct 15)	QUIZ 2 Teamwork and Leadership: On the bus or under the bus? (Formative evaluations)
8 (Oct 22)	Management & Delegation Town Hall 3
9 (Oct 29)	Professionalism: What do you profess? Town Hall 4
10 (Nov 5)	QUIZ 3 The Scoop on Scope: Scope of practice as a Registered Nurse (Ranting and Roaring Assignment due)
11 (Nov 12)	Is this working?: nursing education past, present, and future Town Hall 5
12 (Nov 19)	Hospitals: the centre of the universe? – Primary Health Care Town Hall 6
13 (Nov 26)	QUIZ 4 Tying it all together

NURS 3135: Professional Seminar II: Marking Guide: Town Hall Meeting

Group Name: _____

Evaluation of Assignment	Score	Comments
<p>Introduction and conclusion: 3 marks</p> <p>The introduction provides very clear description of:</p> <ul style="list-style-type: none"> • Who the moderator/panelists are and who they are representing • The issue being addressed/purpose of town hall • Relevance to the audience • The position being taken, and the rationale • Powerful conclusion ends the presentation (includes summary of major points, and clear take home message) 		
<p>Content: 7 marks</p> <ul style="list-style-type: none"> • The significance of the issue is explored and discussed • The overall position taken is clear • A clear, organized, concise and thorough examination of the topic is presented • Presentation includes references to relevant resources/ experts /sound evidence justifying position taken • Group demonstrates an understanding of contrary evidence, and can explain why they took the position they did • Panelists represent a variety of relevant perspectives; rationale for inclusion of perspective is explained. • Group demonstrates a good understanding of the audience they are presenting to • The audience is made aware of credible resources they can access for more information • Incorporates 2 relevant Sli.do questions • The audience members receive clear information on what they need to do should they wish to assist in moving the issue forward 		
<p>Discussion and questions: 7 marks</p> <ul style="list-style-type: none"> • Deliberate strategies to engage the audience in discussion are evident. • Responses demonstrate knowledge of the issue • Clicker question responses are drawn into the discussion • Panelists answer all participant questions appropriately • Moderator engages panelists and directs questions from the audience appropriately 		
<p>Expression of ideas: 3 marks</p> <ul style="list-style-type: none"> • Within required time limit (55 minutes maximum) • Clear, action-oriented messaging • Language/strategies used are appropriate to audience • Professional in approach • Engaging and creative 		
Total	/20	

Comments:

NURS 3135: Professional Seminar II Marking Guide: Meeting Report and Action Plan

Group Name: _____

Evaluation of Assignment	Mark
<p>Meeting Report: 10 marks</p> <ul style="list-style-type: none"> • A brief summary of the town hall meeting goal, objectives, panelists • The audience profile • A summary of why this issue is relevant to nursing • A discussion of the group position on the issue • A discussion of whether you achieved the objectives of your Town Hall, and how you know that. • Pertinent comments/insights from the panel discussion and the Q&A • A summary of what you learned from the Town Hall that can inform your next steps in advocacy for the needed change. How did the audience react? What could you have done differently and why? 	
<p>Action Plan: (may be point form): 7 marks</p> <ul style="list-style-type: none"> • Clear action steps to be taken, with larger actions broken down into steps if needed. • Specific, realistic accountabilities assigned (i.e. who is to take the action, and by when is it reasonable to achieve it?) • Make clear the application of change theory to each step of the action plan: provide solid rationale for the action steps (i.e. why are these steps the appropriate next steps?) 	
<p>Organization & APA: 3 marks</p> <ul style="list-style-type: none"> • Adherence to APA format • Paper organization, flow and clarity of expression • Grammar and punctuation 	
<p>Total</p>	<p>/20</p>

Comments:

NURS 3135: Professional Seminar II: Marking Guide: Professional Ranting and Roaring

Name: _____

Evaluation of Assignment	Score	Comments
<p>Introduction of the Issue – 6 Marks</p> <ul style="list-style-type: none"> • Clear identification of yourself, your status/role, and the issue being addressed • Identifies the intended audience and the relevance of the issue for this audience – Why should the audience care? • Evidence of comprehensive understanding of the issue/problem and reference to appropriate sources of information 		
<p>Clarity of your position and argument: 10 marks</p> <ul style="list-style-type: none"> • Clear articulation of your argument supported by evidence • Demonstrates critical analysis of the issue being discussed. • Demonstrates awareness of contrary positions. Who might disagree with your position, and why? Why is their argument flawed? • Effective use of professional language and approach to support the credibility of your position. • Evidence that relevant sources of information have been referenced in the course of constructing your argument. • Demonstrates creativity in presenting the position and argument in a way that will capture audience attention and support. • Information presented is at an appropriate level for the intended audience. • No key questions left unaddressed. 		
<p>Conclusion: 4 marks</p> <ul style="list-style-type: none"> • Powerful conclusion ends the presentation with a clear take home message. • Identify the potential next steps for your audience to support your position. What should they do? Who should they contact? How can they make a difference? 		
Total	/20	

Comments: