

UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES

NURS 4135 Professional Seminar III  
Course Outline: Summer 2015

**THEORY COURSES COORDINATOR**

Bernie Wojtowicz, MSc(N), RN, BN  
Office: M3118  
Phone: 403 329-2784  
E-mail: [bernadine.wojtowicz@uleth.ca](mailto:bernadine.wojtowicz@uleth.ca)

**COURSE INSTRUCTORS**

**Section A: Tuesday & Thursday 0900-1150 AH116**  
**Instructor:** Penni Wilson, MSc(N), RN, BN  
**Office:** M3123  
**Phone:** 403-332-4031  
**E-mail:** [penni.wilson@uleth.ca](mailto:penni.wilson@uleth.ca)  
**Office Hours:** By Appointment

**Section B: Tuesday & Thursday 0900-1150 Markin Hall 1035**  
**Instructor:** Shannon Vandenberg, MSc(N), RN, BN  
**Office:** M3066  
**Phone:** 403-332-4085  
**E-mail:** [shannon.vandenberg@uleth.ca](mailto:shannon.vandenberg@uleth.ca)  
**Office Hours:** By Appointment

**COURSE DESCRIPTION:**

In this course students will examine psycho-social-spiritual, economic, ethical, and political issues that influence health, illness, and healing within both Canadian and global health care arenas. Evidence-based change strategies (e.g., political, marketing, leadership) that address these issues will be explored. Students will identify possible solutions to promote effective and efficient nursing care delivery to clients, families, and communities.

Credit hours: 3.0

Contact hours per week: 6-0-0

**Prerequisite(s):** Completion of all Year Three requirements in the NESA B.N. program or Completion of the first four semesters in the B.N. After Degree Program.

**Co-requisite(s):** One of Nursing 4510, Nursing 4520, or Nursing 4530

**COURSE OUTCOMES**

1. Synthesize knowledge of the nurse's professional and ethical roles and responsibilities with regard to influencing political and societal issues affecting health and well-being.
2. Critically examine change strategies and interventions that influence health care delivery to clients living in diverse cultural, socio-political and geographical settings.
3. Analyze relationships between nursing education, knowledge, research, and practice.
4. Embody leadership behaviors through the creation and development of a culture of dialogue and discovery.
5. Demonstrate skills in, and commitment to, self-directed learning and professional growth through verbal, non-verbal, and written communication; collaboration and problem-solving and consistent, meaningful engagement.

## REQUIRED RESOURCES

Readings (chapters, articles, links to online resources, etc.), will be posted on Moodle as relevant to course content. In addition, to prepare for the discussion facilitation sessions, you will be assigned to read one of the readings posted by each student group. Additional details will be discussed in 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 you are having difficulty with Moodle, you can check <http://moodleanswers.com/> to check if the answer to your problem is already posted online, or you can contact [crdc.support@uleth.ca](mailto:crdc.support@uleth.ca) . If you are having difficulty with Internet access, you 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:

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 devices not used for class discussion. If you use a laptop in class, 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 and Grading Breakdown	% of final	Due Date
1. Health Happenings	10%	Variable
2. Health Issues and Nursing in a Global Context	33%	June 4
3. Discussion Facilitation Session	40%	Variable
4. Individual Preparation & Participation in Discussion Facilitation	10%	Variable
5. Feedback on Discussion Facilitation	7%	Variable

## **1. Health Happenings (10%)**

The purpose of this individual assignment is to heighten student awareness of the complex interrelationships between the nursing profession, health, and socio-political events/issues that are occurring at various levels of society.

Students must identify **five** current socio-political events or issues that link with health and the nursing profession, each of which relates to one of five corresponding class topics (see class schedule for details). As such, students need to be alert to **current** events throughout the semester (i.e. news headlines less than 7 days old) - both locally and globally. Current events can be accessed through reading, watching, or listening to the news available in any format (e.g. Twitter, Facebook, news magazines, formal news broadcasting networks, etc.). Current events are defined as news items/stories. Research reports published in peer reviewed journals, conference proceedings, or reports in the 'health watch' section are excluded.

For each class topic, students must post into the appropriate discussion forum on Moodle a link to their current issue/event, as well as a 300-word summary of the issue/event and two critical questions relating to the issue/event. This must be done prior to class. Students should address how this issue/event impacts the health of individuals, families, and/or populations, and link the event to the professional and/or ethical role of the registered nurse. Students must then be prepared to present their current issue/event to their group members in class and engage in meaningful discussion on the critical questions they created. Students will receive 1% per posting if posted prior to class, and 1% for being present in class and discussing their article. This will occur five times over the semester, for a possible total of 10% of the final grade. If a student is not present for this activity, there is no alternative means to receive the mark.

## **2. Health Issues and Nursing in a Global Context (33%) – Due June 4, 2015**

The purpose of this individual assignment is to explore a global health issue. Each student will be randomly assigned one United Nations Millennium Development Goal, as well as one of the member countries of the International Council of Nurses (<http://www.icn.ch/members/members-list/>) on the first day of class. Students will critically examine their goal and evaluate how their country is addressing related health issues, and appraise the actual and potential role of registered nurses with respect to these issues.

Students must create a PowerPoint presentation (maximum 25 slides, excluding title slide and reference slide(s)), with pertinent information on their millennium development goal and country, as per the questions below. Students are encouraged to address the questions in a creative and logical sequence, effectively combining ideas where appropriate and adding other relevant and important information.

Resources will be posted on Moodle to guide students in preparing an effective PowerPoint presentation. It is expected that students will review these resources to ensure an appropriate amount of content is balanced with imagery (e.g. tables, graphs, etc.) Students will submit the assignment in PowerPoint "Notes" format. The notes section may include a maximum of 4 point-form bulleted phrases per slide to extend upon the information on the slide itself. Ensure that you use APA format for in-text citations on your slides and in your notes, as well as for your reference list that is provided on your final slide(s). Students must submit this assignment on Moodle, as well as provide a hard-copy to their instructor at the beginning of class on the assigned due date.

Here are some questions to guide you in this assignment:

1. Provide a brief demographic summary of your assigned country (e.g. location, population size, age and gender distribution, socio-economic status, etc.).

2. What are the major health issues facing the country (e.g. major sources of morbidity or mortality), and how might these interact with the health issue specific to your assigned millennium development goal?
3. Describe the state of the health issue that is related to your assigned millennium development goal in your assigned country.
4. How do the geographical, historical, environmental, cultural, socio-political, and economic contexts in your assigned country impact on the health issue that is addressed by your assigned millennium development goal, and how do these factors influence the country's capacity to work on the millennium development goal?
5. Provide a detailed summary of how your country is working on your assigned millennium development goal (progress made, key strategies, projections, etc.).
6. Describe some of the challenges the country faces regarding meeting the millennium development goal.
7. What are the relevant policies in your country that affect the health issue that is addressed by your assigned millennium development goal and either impede or support the progress toward achieving that goal?
8. How are social marketing and technology being used in your country to work towards meeting your millennium development goal?
9. What is the current nursing situation in your assigned country (i.e. are there enough RNs to meet the country's needs; what are the roles, responsibilities, and scope of practice of RNs in your country)? What opportunities are there for the nurses in this country to work toward meeting the millennium development goal? What barriers are there to this?
10. What can Registered Nurses in Canada do to address this millennium development goal and support the progress toward achieving global health related to this issue?
11. What recommendations would you make to further the work of meeting your millennium development goal in your assigned country?

Students will have an opportunity to share their information from their PowerPoint presentation with their peers on June 4, 2015. A portion of the mark for this assignment is earned by being present in class on that day and actively participating in meaningful discussion.

### **3. Discussion Facilitation Session (40%)**

The purpose of this group assignment is for students to gain experience facilitating a group discussion on various topics related to course content. Specifically, each student group will lead the class in a **one hour and 15 minute** (1.15) discussion on a narrowed topic that applies to one of the general course topics. For instance, if the course topic is "environmental health," the focus of the discussion could be on "fracking". ***Before beginning work on the assignment, groups are strongly encouraged to meet with the instructor to determine suitability of the selected topic.***

#### **Facilitator Group Member Responsibilities:**

1. Identify a focused topic of choice from within the larger topic assigned.
2. Identify a specific setting and population to examine the issue/topic being discussed.
3. Gather relevant literature on your focused topic. This may be from scholarly literature (journal articles, books), news articles, organizational documents, and grey literature (e.g. unpublished organizational or government reports).

4. Critically review the literature you have selected for clarity, relevance, quality of content, readability, and interest.
5. From your gathered literature, select **two readings** for your classmates to review prior to the in-class discussion session. Post these readings on Moodle **at least two days** prior to your assigned discussion date. Provide either direct links to the postings, or attach the posting itself so that it is easily accessible to your classmates.
6. Develop a minimum of **three** broad discussion points/questions that will be addressed in your in-class discussion. Post these discussion points on Moodle with your readings (also two days prior to your assigned date).
7. Come to class prepared to facilitate a discussion that unfolds smoothly based on the group's pre-planning. You are encouraged to use creativity when deciding on strategies that will engage your classmates. For example you can choose to prepare a case scenario, activity, or use audio/visual resources to support and direct the discussion. You may choose to engage the whole class simultaneously, or break the class into smaller discussion groups. Be as creative as you wish, but remember that **THIS IS NOT A PRESENTATION**. It is meant to be a group discussion.
8. **As a group**, lead **a 1 hour & 15 minutes** in-class discussion on your selected topic. Every group member must take an active role in facilitating.
9. Demonstrate critical thinking by asking questions of your classmates to stimulate reflection and discussion related to your outlined discussion points. You will be expected to incorporate and build upon ideas/comments brought forward by class members.
10. Following your discussion, prepare a **four page double-spaced summary** of the discussion facilitation process for submission **one week** following your group's facilitation. This summary should include:
  - An outline of insightful comments offered by class members through discussion, using literature where appropriate to validate and build upon the insights of the class.
  - An insightful reflection of the group's facilitation process including successes, challenges, areas for improvement, and learning.

***This facilitation and paper will be marked according to the marking guide. All group members will receive the same mark for this assignment.***

#### **4. Preparation & Participation for Discussion Facilitation: (10%)**

The purpose of this individual assignment is for students to come prepared to participate in the group discussion facilitation sessions. Students who are inadequately prepared for the discussion make it very difficult for the facilitators to engage class members in meaningful discussion. As such, you will be expected to:

1. Read one of the two articles for each discussion facilitation session. Your instructor will assign which article you are to read.
2. Critically examine **TWO** of these readings over the course of the semester.
3. Write a **maximum 250 word** review/reflection of the two readings you examined prior to the applicable discussion facilitation date. This commentary will include:
  - a. Title of the article you are examining (not included in 250 word limit)
  - b. A brief summary of the reading (maximum 100 words)
  - c. The reading's potential application to nursing
4. Submit this assignment on Moodle. Hard copies may be requested by your instructor.

#### **5. Feedback on Discussion Facilitation: (7%)**

The purpose of this individual assignment is for students to provide appropriate and meaningful feedback to the discussion facilitation groups at the conclusion of their discussion. Students must provide feedback to the groups to receive full marks for this assignment. Students can earn 1% for each group that is provided feedback (maximum of 7%). The discussion facilitation groups will be given this feedback (student names removed) so this information can be incorporated into their summary that is due one week following the discussion facilitation. If a student is not present on the day of a discussion facilitation

session, that student is not eligible to provide feedback, and therefore cannot earn a percentage for that group. Additional details will be provided by your instructor in class.

## **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 may 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 must 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 for this course is consistent with that established in the Faculty of Health Sciences, effective May, 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/Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESAs Governance Committees**

1. 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.

2. CNSA Conference Attendance: Official student delegates and other nursing students who wish to attend the (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 Plan currently in effect.

#### Process

- a. Students must complete the “CNSA Conference Delegate/Attendee Application Form”, (available from: <http://www.uleth.ca/healthsciences/cnsa>) and forward the form to the Nursing Academic Advisor (students attending U of L) or to the Program Chair (students attending Lethbridge College) at least 4 weeks in advance of the event. This is to confirm “good standing” within the program and that there are no “Enhancement Plans” in effect.
  - b. The student must discuss the absence with instructors whose classes will be missed as soon as possible in advance of the event, and provide evidence of good standing in the program (signed form). Instructors will discuss the implications of the absence with the student, and outline the expectations for:
    - i. Completing required course work, and;
    - ii. How the learning from the conference will be shared with student colleagues.
  - c. The student should retain a copy of the completed/signed form for his/her own records. The original form will be retained in the office of the Program Chair (students attending LC at time of application), or the office of the Academic Advisor on the University campus (for students attending U of L at the time of application).
3. NESAs Governance Committees: We believe that it strengthens our program to bring student perspectives to NESAs governance committees. Whenever possible, meeting dates and times for the meetings of these committees will be set when the student member(s) has no classroom or practice commitments. Unfortunately, some meetings may have to be scheduled for those times, forcing the students to choose between attending the meeting or attending class or practice. It is expected that students who choose to miss theory or practice time in order to attend a NESAs committee meeting will have made advance arrangements with the course instructor affected.

**Refer to the 2014/2015 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 DISABILITIES**

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 to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. 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](http://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](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## REFERENCES

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

## NURS 4135: Marking Guide: Exploring Health Issues in a Global Context

Student Name: \_\_\_\_\_

Millennium Development Goal: \_\_\_\_\_

Country: \_\_\_\_\_

Evaluation of Assignment	Score
<p><b>Content: (45 marks)</b></p> <ul style="list-style-type: none"> <li>• Comprehensively addresses the assigned questions</li> <li>• Concise and thorough analysis of the millennium development goal as it relates to the assigned country and the nursing profession</li> <li>• Sufficient depth and breadth of exploration evident through presentation of findings from the research literature</li> <li>• Key points are accurately identified; information is current and correct for the global health context</li> <li>• Linkages between ideas and conclusions drawn demonstrates complex critical thinking</li> <li>• Demonstration of synthesis through integration of multiple resources to support content</li> <li>• Content is supported by current (within the last 5 years), relevant, and appropriate peer-reviewed scholarly references, as well as other suitable resources including nationally and/or internationally recognized websites that are evidence- informed and geared for professionals.</li> </ul> <p><b>Comments:</b></p>	
<p><b>Presentation of Content: (20 marks)</b></p> <ul style="list-style-type: none"> <li>• Material is organized and easy to follow with logical structure, sequence, headings, and images appropriate to the purpose of the assignment</li> <li>• Individual slides are balanced with appropriate amount of content and imagery</li> <li>• Use of professional language throughout, free of grammatical, punctuation, and spelling errors</li> <li>• Correct APA format on reference list and in-text citations</li> <li>• Assignment is submitted in the required format as per assignment instructions</li> </ul> <p><b>Comments:</b></p>	

<p><b>Expression of Ideas: (30 marks)</b></p> <ul style="list-style-type: none"> <li>• Effective introduction to engage interest</li> <li>• Logical development and flow of ideas</li> <li>• Expression of ideas is clear and succinct</li> <li>• Use of relevant examples from sources illustrates and substantiates main ideas</li> <li>• Presentation demonstrates originality and creativity</li> <li>• Powerful conclusion that consolidates key points</li> </ul> <p><b>Comments:</b></p>	
<p><b>Participation: (5 marks)</b></p> <ul style="list-style-type: none"> <li>• Present in class on day of discussion</li> <li>• Active participation in meaningful discussion</li> </ul> <p><b>Comments:</b></p>	
<p><b>Total</b></p>	<p><b>/100</b></p> <p><b>/33%</b></p>

## NURS 4135 Marking Guide – Facilitated Discussion

Group Members:

Topic:

Evaluation of Discussion Facilitation	Score
<p><b>Organization and development of ideas (20 marks):</b></p> <ul style="list-style-type: none"> <li>• Required readings and discussion points are posted &gt; 2 days ahead of scheduled discussion.</li> <li>• Discussion points demonstrate awareness of the topic and are insightfully constructed</li> <li>• A broad range of scholarly references/resources are clearly incorporated into the discussion – as demonstrated through verbal and written expression</li> <li>• Facilitation plan is organized and logically flows</li> <li>• Within the time limit (1.15 hours)</li> </ul> <p><b>Comments:</b></p>	
<p><b>Support for ideas (35 marks):</b></p> <ul style="list-style-type: none"> <li>• Posted readings are relevant, meaningful, and supportive of the topic being discussed (i.e. sufficient to prepare class for discussion)</li> <li>• Discussion points effectively support in-depth dialogue and are addressed throughout the course of the facilitation process</li> <li>• Critical appraisals of readings and/or resources are identified and discussed through the use of critical thinking questions: includes potential limitations of the literature or current body of research</li> <li>• Facilitation encourages participant reflection and discussion of the broader concepts of health, social determinants of health, nursing roles, and globalization</li> <li>• Responses to class input and questions demonstrate significant knowledge of the issue and familiarity with a broad range of literature on the topic</li> <li>• Discussion facilitation incorporates the posted readings with depth and demonstration of understanding</li> </ul> <p><b>Comments:</b></p>	
<p><b>Creativity and participation (20 marks):</b></p> <ul style="list-style-type: none"> <li>• Content is illuminated by the group's use of facilitation format</li> <li>• Adult teaching &amp; learning theory is utilized</li> <li>• Topic and approach is creative and engages participants in a meaningful way</li> <li>• All group members participated in the process of facilitating the discussion</li> <li>• Use of audio visual material is well incorporated and does not distract from the discussion (rather adds to or supports)</li> </ul>	

<b>Comments:</b>	
<p><b>Written Summary (25 marks):</b></p> <ul style="list-style-type: none"> <li>• Summarizes the issue concisely with literature support</li> <li>• Discussion facilitation process is outlined with reference to participant feedback/engagement</li> <li>• Reflection of facilitation process acknowledges successes, challenges, opportunities for improvement, and learning</li> <li>• Referenced as appropriate; adheres to APA format</li> <li>• Written summary is submitted on time</li> <li>• Within page limit (4 pages &amp; double spaced)</li> </ul> <p><b>Comments:</b></p>	
<b>Total</b>	<b>/100</b>  <b>/40%</b>

## NURS 4135 Marking Guide – Preparation for Discussion Facilitation

Student:

<b>Preparation for Discussion Facilitation</b>	Scoring	Mark
<b>Quality of Postings:</b> <ul style="list-style-type: none"> <li>• Two postings submitted</li> <li>• Postings adhere to word limits</li> <li>• Summaries of articles demonstrate superior ability to analyze and synthesize major points within the articles</li> <li>• Demonstrates a complex reflective process linking the topics to nursing practice</li> <li>• Correct grammar and punctuation</li> <li>• Organization, flow, and clarity of expression</li> </ul>	20	
<b>Total</b>	/20  /10%	

**Comments:**