



UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 5110: Health Research: Critique, Synthesis and Application
Course Outline: Fall, 2017
Sept. 6 – Dec. 5, 2017

Instructor: Sharon Yanicki PhD RN
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 Please contact the instructor by email. Every effort will be made to respond with 48 hours excluding weekends and/or holidays
 Please ask questions about assignments in the Moodle forum.
 Office Hours: By appointment (see course dates for an optional synchronous chat)

COURSE DESCRIPTION

In this course, students will examine the research process and develop an understanding of qualitative and quantitative methodology from the point of view of evidence-informed practice. Students will develop knowledge/skills in the critical use and synthesis of research evidence to answer clinical questions, and in the use of principles of knowledge translation and exchange to move this new knowledge into practice.

LEARNING OBJECTIVES

- Upon successful completion of this course, you will be able to:
1. Discuss and critically reflect on the influence of one's worldview on the development of knowledge and evidence-informed nursing.
 2. Describe the research process and how it differs in qualitative and quantitative methodologies.
 3. Critique and appraise qualitative and quantitative research evidence.
 4. Describe and discuss how different research approaches help evidence-informed clinicians answer particular questions.
 5. Develop a relevant clinical question, critically appraise the evidence and theory base for the question, and develop and build a case for a plan to answer the question.
 6. Demonstrate and apply the principles of knowledge translation and exchange in discussions of evidence-informed practice, culture and policy.

COURSE FORMAT

Online with one WebEx seminar and one face-to-face seminar. The WebEx seminar will take place on **Sept. 15 from 1:30 – 4:30 pm** in Markin Hall M1004 (U of L main campus), and the face-to-face seminar will take place **Nov. 8, 1300 – 1600 Penny Building P210** 324- 5th Street (U of L downtown campus).

Course Dates			Course Dates		
Week	Dates	Format	Week	Dates	Format
1	Sept. 6 – 11	Online	8	Oct. 24 – 30	Online
				Oct. 30	Assignment 1
2	Sept. 12 – 18	Online	9	Oct. 31 – Nov. 6	Online (Optional: Book a <i>Synchronous Chat</i>)
	Sept. 15	WebEx Seminar (Face-to-Face or by Distance)	10	Nov. 7 – 10	No Online Forum
3	Sept. 19 – 25	Online		Nov. 8	Face-to-Face Seminar
4	Sept. 26 – Oct. 2	Online			Assignment 2
5	Oct. 3 – 9	Online	11	Nov. 11 – 17	Reading Week
6	Oct. 10 – 16	Online (Optional: Book a <i>Synchronous Chat</i>)	12	Nov. 21 – 27	Online
7	Oct. 17 – 23	Online	13	Nov. 28 – Dec. 4	Online (forum not rated)
				Dec 6	Assignment 3

TEXTBOOK

There is *one required textbook* for this course. This textbook provides a sound overview of research approaches to knowledge development (available in the University bookstore, through Amazon, and on reserve at the library). The second text (recommended) provides a good resource on evidence-informed nursing practice and knowledge translation and exchange strategies (*e-book* accessible from the library).

Required:

1. Creswell, John W. (2014). *Research Design* (4th Ed.). Sage.

Recommended: The second text in an:

2. White, K. M., Dudley-Brown, S., & Terhaar, M.F. (2016). *Translation of Evidence into Nursing and Health Care* (2nd Ed.). Springer.

All other required resources will be online and available through the University of Lethbridge library databases or via Moodle.

COURSE PROCESS

This course is mainly online with **one synchronous WebEx seminar (Sept. 15)** and **one face-to-face seminar (Nov. 8)**. For the WebEx seminar, you may attend in person or by distance using a computer or a phone. See Moodle for more information on the WebEx seminar. You will require regular and reliable access to the internet to participate in the online discussion forum. If you have computer problems, please contact the UofL help desk (IT Solution Centre) at 403-329-2490 or email: help@uleth.ca. To engage with this online course, you will login to [Moodle](#), the University of Lethbridge's online courseware. If you encounter problems with Moodle please contact the Learning Centre at 403.380.1856. The instructor will be available for **an optional synchronized chat** during **week 5 or week 8**; contact the instructor via email at least one week in advance to book a chat.

Moodle is like a digital, online classroom; students can only access the courses in which they are enrolled, so each online class is a private space restricted to students in each course. This course is asynchronous, which means that you can log into Moodle when it is convenient for you, and engage with the course materials and processes as you wish. However, due to the use of online discussions, time limits will be set as to when you should engage with asynchronous discussions each week, to ensure everyone in the class moves through the content more or less together.

Within Moodle you will find the course content presented in weekly modules. Each module consists of a number of learning resources--articles, videos, online readings, and asynchronous online discussions to help you develop a knowledge base of theories, concepts and research related to the process of informing nursing practice with evidence. You are encouraged to engage in Moodle activities *at least twice per week*. You will also submit assignments, view your grades, and ask questions about assignments within Moodle. *Please do not email your assignments to your instructor unless requested.*

The first WebEx seminar and the second face-to-face seminar are required and every effort should be made to attend. The purpose of these seminars is for you to engage in critical thinking and discussions about research and evidence-informed nursing, and to have opportunities for applications in practice.

To succeed in this course you need to:

- Read the entire course outline carefully, particularly the sections on assignments.
- Ask the instructor for clarification in the designated Moodle discussion forum, should you have questions about the course or the assignments.
- Stay up-to-date in the readings and discussion postings.
- Engage fully and frequently both as an individual learner and as a discussion forum member! While there are no examinations in this course, your degree of engagement with the topics and discussions will reveal how much you have read and understood from the posted resources.
- Set aside 3-4 hours each week to work on the content and discussions in this course. The course is structured around online dialogue, and response to the thinking of your colleagues. Therefore, ensure you are posting early in the week, and responding to posts in a timely way. It is frustrating for everyone (and can affect your grade) when posting/responding occurs late in the posting period.

- Please plan ahead for when assignments are due, and budget in extra time to work on assignments.
- Plan to attend the seminars. They are designed to help you with your learning.

ASSIGNMENTS

	Weighting	Due
Discussion Forum: Regular in-depth participation in Online Forum	30%	Sept. 6 – Dec. 4
Assignment 1 Critical Evidence Overview: Critical overview of the evidence in the scholarly literature directly related to your nursing research (clinical) question.	20%	Oct. 30
Assignment 2 Facilitated Discussion of Knowledge Development Plan: You will lead and engage your colleagues in a discussion of the major elements of your knowledge development plan (20 minutes).	20%	Nov. 8 (Face-to-Face Seminar)
Assignment 3 Critical Analysis and Knowledge Development (Major Paper): Discuss your nursing research question and summarize your critical evaluation of its evidence-base. Based on your critical analysis, propose and justify a knowledge development plan to answer your question via a planned project, or original research.	30%	Dec. 6
	100%	

Discussion Forum (30%): Weekly Participation

Participating in asynchronous online discussions is a substantial part of this online course. Regular and in-depth participation is required to maximize the benefit of the online learning environment. The online discussion forum begins September 6 and will close at **2100, December 4 2016**.

Each week you will:

- Carefully review all materials and complete assigned activities for the week.
 - Discussion threads open on Tuesday mornings at 0900 and close (are locked) on Monday evenings at 2100**** (unless otherwise specified in Moodle or the course schedule). Reflect on these materials, and then post your own original answers to the discussion questions.
 - You will not see others' postings until you have made an original post. This ensures that the discussions are timely and present a rich variety of ideas.
- Your first original post each week should be **300-350 words*** in length (excluding references at the end of the post)—**due by Thursday each week**.
 - Please post *in the designated subject thread* (which will be clearly indicated) and *in text format* (not as an attachment) to make sure online discussions are easy to follow.
- Responses—respond to two original posts by your peers, **on two different topics**. Respond using approximately **100 words**. Your response should professionally *affirm, challenge, and extend* the initial respondent's thinking.
 - It is often effective to end responses with a challenging question.
 - If you see that two different people have already responded to one post, please choose another person's post to which to respond.
 - Abide by netiquette rules of respect and confidentiality (below).
- Final response—each week respond thoughtfully and succinctly to responses on your original post; this ends the response cycle.
- Evaluation—your participation will be evaluated based on the depth of your discussion, presentation of scholarly ideas, and your engagement with others and with the readings (see the Rubric posted in Moodle).
 - You must engage in the forums within the designated time period.
 - To support engagement in the online discussion, **assure that you allow time for others to respond to your postings**.
- Feedback & Participation Grade—I will give you written feedback on your participation and a rubric score on your postings during 5 randomly selected weeks during the term. There are 10 posting weeks in the course; your grade will be based on the **4 highest rubric scores** you receive for the randomly selected weeks of postings evaluated.

*Note: The inset section above (bullets 1 – 7) contains **exactly 350 words; this is consistent with the maximum length of a first original post**.

Netiquette Rules for the Discussion Forums

- **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.
- **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.
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses posted in the wrong place will be moved to the correct one by the instructor.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.
- **Lingo:** Avoid jargon and abbreviations as much as possible: PLAIN language is powerful!

Assignment 1: Critical Evidence Overview: (20%) Due end of day October 30

1. Critical overview of the evidence base for your nursing research/clinical question.

This assignment is designed to provide opportunity for you to explore the published scholarly literature on your selected nursing research/clinical question. The kinds of questions you will ask yourself as you read the literature related to your research/clinical question include:

- What theoretical perspectives/frameworks have been used in empirical inquiry related to this question? These are not always explicit—you might have to read between the lines!
- What methodological approaches have been used in empirical inquiry related to this question? What assumptions come along with these methodologies?
- What assumptions have been made in the scholarly literature about the topic area where you have a question?
- What research methods have been employed to investigate your question?
- Do the theories and research approaches used in the evidence base emerge mainly from a particular worldview?
- Is there evidence of efforts in knowledge translation and exchange? (i.e., have there been studies of strategies to get the evidence related to your question into practice?)
- Overall, as you reflect on the questions above, do you see any obvious gaps, biases, weaknesses or blind spots in the evidence base?

This assignment requires you to have engaged vigorously in finding and reading the scholarly literature related to your clinical question. I would strongly advise you to keep good notes on the perspectives, strengths, weaknesses, biases and assumptions as you read relevant articles; this will help you immensely as you approach this assignment, as well as the major paper. As you work on this assignment, dialogue with your peers will also help you refine your thinking. Post your questions, thoughts, drafts of your work, and requests for input from your peers in the "OPEN FORUM." Although this interaction will be monitored, it will not be evaluated for grades. The same expectations for respectful, reflective and professional communication are in effect in this open forum. For help in writing a literature review, consult course resources and U of L library resources (including librarians!) (see this [video](#)).

This assignment must be in APA format (6th ed.), and must not exceed 5 pages (excluding references and title page).

Assessment criteria for this assignment

- 1) Writing is clear, understandable and accurate; APA format is applied, spelling and grammar are attended to, and the page limit is respected. The student demonstrates understanding of and reflection upon course concepts, and effectively draws in scholarly literature as needed. (25%)
- 2) It is evident that the student has been thorough in the search for relevant, recent and high quality research evidence. Typically "recent" means within 5 years, unless the article is a seminal and foundational paper in the field (these may be older articles). (25%)
- 3) There is ample evidence of deep reflection upon the theoretic and methodological perspectives taken in the topical area of inquiry, and a well-founded critical analysis of the evidence base. (50%)

Assignment 2: Facilitated Discussion (20%): Due November 8 (face-to-face seminar)

As a master's prepared nursing leader, colleagues will look to you, and seek your knowledge and skill in creating and nurturing an evidence-informed practice culture. The purpose of this assignment is for you to gain experience in:

- leading discussions around evidence-informed practice
- succinctly describing a practice issue, an associated knowledge gap, and a clear question to guide inquiry
- proposing a credible plan to address an identified knowledge gap
- seeking the feedback of colleagues in relation to your plan

*Post a summary of your written materials for this assignment in Moodle (e.g., a PowerPoint overview, key references, and discussion questions) at least one hour prior to the scheduled Face-to-Face Seminar.

Assessment criteria for this assignment

- 1) The practice issue and the importance of addressing the issue are clearly articulated. Consideration is given to the implications if the issue is not addressed. (15%)
- 2) A critical overview of the evidence base is clearly communicated. This includes a summary of the strength of the evidence, and the gaps in evidence guiding practice around the issue. (20%)
- 3) Clear articulation of a focused nursing research/clinical question, and your assessment/justification of what kind of research-based activity is needed to answer it (i.e. evidence-informed practice project, or a piece of original research?). (15%)
- 4) Outline of a plan to address the clinical question, and a clear purpose statement for the work you are proposing. Principles of knowledge translation and exchange are in evidence, and you use these principles to inform the plan (i.e., you must make it clear that you have reflected on KT&E—on how to get the evidence into practice). (30%)
- 5) There are strategies used throughout to engage your colleagues in providing feedback to the plan. (10%)
- 6) Thoughts are organized and professionally communicated in a creative and interesting way; information handouts for colleagues to include a reference page (APA format). Within maximum time limit of 20 minutes. Written materials for the assignment are posted in Moodle for the instructor by the deadline. (10%)

Assignment 3: Critical Analysis and Knowledge Development Plan (Major Paper) (30%): Due by end of day December 6

The purpose of this paper is to enable you to formulate, communicate and justify a sound plan to answer the question that you are curious about—a question that is directly related to your practice. This assignment will be foundational to the other work you do as a graduate student on either a thesis or a project. To do well on this assignment, you will have to thoroughly engage with and explore the literature in relation to your question, analyze and critically appraise the evidence base for strengths, weaknesses, gaps and blind spots, and then propose a way to begin to answer or address your question. You will be able to build on the work you did for the first two assignments, although your thinking now is likely more focused and refined. You are painting a vivid picture of the evidentiary landscape for the reader of your work, as a backdrop for the map you are going to propose for your knowledge development journey. Again, you are strongly

advised to take notes on articles as you review them, attend to the feedback of your colleagues during your facilitated discussion, and construct an outline for your paper before you start writing it. It would be a very good idea to discuss your ideas with your professor as you contemplate this assignment.

This scholarly paper will be written in APA (6th ed.) format, be a maximum of 15 pages in length (excluding references and title page), incorporate at least 15 scholarly references, and include four main components:

- a) A clearly stated question, and purpose statement for the work. Include a brief discussion of what drew you to this question; why it is relevant and important to answer. (2-3 pages)
- b) A critical review of the literature related to the topic—seek to be comprehensive of the major lines of work in the topic area as directly related to your question. Remember, you are not simply summarizing the work, but critically appraising it. (Tip: your earlier assignment should have given you a good start in critical assessment of the literature). (This component: 7-8 pages)
- c) A proposed plan for moving forward is needed. How will you need to proceed in order to answer or address your question? Do you need to take a well-established evidence base and get it into practice somehow? Do you need to design a piece of original research in order to address a gap in the evidence base? In general terms, what would be the components of your project or your original research? How will you incorporate the principles of knowledge translation and exchange into your plan to get the needed knowledge into practice? How have you attended to the feedback from colleagues on the proposed plan? (3-4 pages)
- d) A compelling conclusion that convinces the reader of the integrity of the plan and the importance of carrying it out. (0.5-1 page)

Assessment criteria for this assignment

- 1) Thoughts are organized and clearly communicated, writing is understandable and accurate; there is attention to APA, spelling and grammar. (15%)
- 2) There is ample evidence of critical reflection upon all of the components outlined above (a-d) and they have all been addressed, and the components link together logically. The proposed plan flows clearly from a critical review of appropriate and adequate literature, and is well justified as an approach to answer/address the clinical question. (50%)
- 3) There is evidence that you have thought about what you will need to consider, what questions may arise as you move forward with the plan, and what potential barriers may be encountered in carrying out the plan (with some thought as to how you might address them). Conclusion is compelling, logical and reflective. (35%)

GENERAL GUIDELINES FOR ASSIGNMENTS

All assignments submitted for evaluation are to be your original work created *specifically* for this class. Using the work of others without appropriate recognition (citation), or using your own work originally developed for another class, constitutes the academic offence of plagiarism. (Please refer to the current [University of Lethbridge Graduate Studies Calendar](#) (MN) for current academic regulations and student discipline policies.) Please use an appropriate referencing format specific to your discipline or of your choosing and use it consistently. I would also encourage you to access through Moodle, the Master of Nursing Program support site to familiarize yourself with program policies and the Master of Nursing Handbook.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Because the online discussion forums are the primary vehicle for learning in this course, late submissions will not be possible for the discussion forums. To keep the class moving along at the same pace, discussion forums will be locked at the end of each posting period. Similarly, the WebEx and face-to-face seminars cannot be rescheduled.

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 to set up an appointment at 403.329.2766 <https://www.uleth.ca/ross/accommodated-learning-centre>. 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.

PLAGIARISM STATEMENT

Please be clear on what plagiarism is, and how to avoid it. Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own. For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people's work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that the student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive. Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses, and please be aware of the potential consequences (anywhere from a written reprimand, to a grade of "F" in the course).

Please also note that the U of L 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. Best advice: avoid plagiarism to begin with, do your own work, and cite extensively!

GRADING BREAKDOWN

The grading system is consistent with that established in the Faculty of Health Sciences, effective May, 2002. Please note, for Master's programs, the minimal pass for graded courses is 'B-' and failure is 'C+' or below.

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%

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](#) 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.

COURSE SCHEDULE

Week	Dates	Topics	Assignments/ Activities
1	Sept. 6 – 11	Introductions: Navigating Moodle Getting to know each other!	See required readings posted in Moodle for each week. MOODLE: Readings Discussion forum – begins Sept. 6
2	Sept. 12 – 18	Getting curious and asking questions.	MOODLE: Readings Discussion forum
	Sept. 15	Required Seminar	WebEx Seminar Sept. 15 1330 – 1630 Markin Hall M1004 (UofL main campus, face-to-face or via distance)
3	Sept. 19 – 25	The use of theory in research and practice	MOODLE: Readings Discussion forum
4	Sept. 26 – Oct. 2	Quantitative research methods	MOODLE: Readings Discussion forum
5	Oct. 3 – 9	Appraising quantitative research	MOODLE: Readings Discussion forum Critique activity
6	Oct. 10 – 16	Using quantitative evidence Systematic Reviews EB guidelines	MOODLE: Readings Discussion forum
7	Oct. 17 – 23	Qualitative research approaches	MOODLE: Readings Discussion forum
8	Oct. 24 – 30	Appraising qualitative evidence	MOODLE: Readings Discussion forum Critique activity
	Oct. 30	Critical Evidence Overview	Assignment 1 due by end of day, October 30.
9	Oct. 31 – Nov. 6	Using qualitative evidence Metasynthesis	MOODLE: Readings Discussion forum
10	Nov. 7 – 10		No Discussion Forum
	Nov. 8	Required Seminar Facilitated Discussion of Knowledge Development Plan	Face-to-Face Seminar Nov. 8 1300 – 1600 Penny Building P210 (324- 5 Street South, U of L downtown campus) Assignment 2 Facilitated Discussions, Student-led sessions
NOVEMBER 11 – 17 IS READING WEEK (Week 11) No Discussion Forum			
12	Nov. 21 – 27	Mixed methods: Why and how? Integrative Reviews	MOODLE: Readings Discussion forum
13	Nov. 28 – Dec. 4	Creating an evidence-informed culture	MOODLE: Concluding discussion (not rated) ends Dec 4.
	Dec. 6	Critical Analysis & Knowledge Development	Assignment 3 Major Paper due by end of day Dec. 6.

Grading Rubric for Discussion Posts
Nursing 5110 Fall 2017

	1 Below minimum pass	2 Meets minimum expectations	3 Very Good	4 Exemplary
Reflection and Critical Thought	Minimal reflective effort. Thinking is superficial. Material is incomplete in posts. Minimal drawing in of evidence.	Lacking in quality or depth. Leaves little time for responses (posts within 24 hours of discussion closing). Statements are not well supported by evidence, or evidence isn't appropriately cited. Little critical appraisal of evidence. Demonstrates a beginning level of critical thinking.	Reflective work is evident; posts are timely and well thought out. Often draws in (and cites) additional relevant evidence. Demonstrates skill in critical appraisal of evidence used in reflections. Developing a balanced and scholarly approach. Demonstrates critical thinking throughout.	Deep reflection on course readings and materials is evident. Submissions are timely and go well beyond minimal requirements. Thoughtfully draws upon additional (cited) evidence to deepen the discussion. Demonstrates a high level of skill in the critical appraisal of evidence used. Is scholarly and balanced in approach at all times. Demonstrates a very high level of critical thinking.
Expression of ideas	Unclear and confusing expression. >3 errors in spelling, grammar or citation. Theory to practice links are weak and not supported. Expression of ideas is superficial and not well linked to what has been read, or experienced.	Critical thinking lacks sophistication and depth. 1 or 2 errors noted in grammar, citation or spelling. Theory to practice links are mentioned, but not clearly supported with examples from practice. Expression of ideas is logical and reasonable but not well linked to what has been read.	Critical thinking is evident. Expression is logical and clear. No errors in grammar, citation or spelling. Does connect theory to practice, with at least one example from practice. Expression of ideas demonstrates deep, reflective knowledge of assigned readings.	Expression is clear, succinct, and substantive. Written very well, no errors in grammar, spelling, and citation. Compelling and logical theory-to-practice links with clear examples from practice. Demonstrates evidence of having read widely beyond assigned readings to broaden thinking.
Contribution to class learning	Minimal contribution to the learning process of student colleagues. Minimal effort reflected in feedback to peers. Feedback is not provided in a professional tone. Minimal efforts to affirm, challenge or extend the thinking of peers.	Satisfactory contribution to the learning process of peers. Meets the minimal requirements for feedback in a straightforward and conventional manner. Takes a professional tone. Makes some effort to affirm, challenge or extend the thinking of others.	Demonstrates a contribution to the learning process of peers in a professional and respectful manner. Feedback demonstrates sound thought and reasoning. Often incorporates additional references for support. Is prompt and substantive in feedback, and shows insight. Is skilled in affirming, challenging or extending the thinking of others.	Feedback is professional, respectful, constructive prompt, insightful and substantive. Frequently incorporates literature to deepen or reframe the discussion. Considerable engagement with the ideas, opinions and viewpoints of others. Demonstrates a high level of reflection on the postings of others, and is highly skilled in affirming, challenging and extending the thinking of others.