



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta



NURSING 1900

COURSE OUTLINE

September 3rd -October 23th, 2009

**Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2007**

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Approved: May 2008

Nursing 1900 Course Outline

CALENDAR STATEMENT:

NURS 1900 Nursing in Context A *5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).

Introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation will be introduced. Health assessment and basic nursing skills will be introduced.

COURSE HOURS:	LEC: 9	SEM: 36	LAB: 18
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COURSE DESCRIPTION:

The focus of this course is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be discussed throughout the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of health individuals will be learned during supervised laboratory practice.

COURSE LEADER:

Teresa Evans RN, MN Office # H201 Phone (780) 539-2805 tevens@gprc.ab.ca

TUTORIAL INSTRUCTORS:

Asha Parmar, BA, RN, BScN, Office # H212 Phone (780) 539 – 2892 aparmar@gprc.ab.ca

Raelynn Shaughnessy, RN, BScN, Office # C428 Phone (780) 539-2212 rshaughnessy@gprc.ab.ca

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TUTORIAL:**Monday & Wednesdays from 0830-1120**

Section	Instructor	Room
A2	Raelynn Shaughnessy	B302
B2	Asha Parmar	A308
C2	Bonny Townsend	C316
D2	Chris Vandemark	Portable C

LABS:

L1	Monday	J131	1430-1720
L2	Tuesday	J131	1430-1720
L3	Wednesday	J131	1430-1720
L4	Thursday	J131	1430-1720
L5	Friday	J131	1130-1420

FIXED RESOURCE SESSIONS:

All sections:	Tuesday	D208	0830-0950
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COURSE OBJECTIVES:**LEVELS OF INDEPENDENCE**

In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: Tutor tells the student what to do, about what steps to take.

Information: Tutor tells the student specifics about a concept or topic.

Clarification: Tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: Tutor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides tutor with information and/or direction, and asks specific questions about the information or direction which the instructor confirms.

Occasional: The clinical tutor provides input every now and then.

Based on the learning goals from the Learning Packages, the current Core Concept Map, and site-specific labs, upon completion of NURS 1900, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

1. Practice within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.

Independently:

- demonstrate integrity
- demonstrate responsibility and accountability

With assistance:

- demonstrate respect for values, beliefs and rights of others
- demonstrate application of legal and ethical standards:
 - plagiarism
 - confidentiality
 - Code of Student Behavior
- demonstrate commitment to the values of the profession of nursing and support of professional development of colleagues.

2. Engage in strategies for social and political action at a beginning level.

With assistance:

- differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
- discuss formal and informal power structures in the context of social/political action in nursing situations
- identify nursing issues requiring social and political action
- discuss the role of the individual nurse in social and political action
- discuss the role of professional nursing organizations in social and political action
- describe the planning process for engaging in social and political action.

3. Demonstrate skills and attitudes necessary for life-long learning.

Independently:

- demonstrate personal responsibility for learning.

KNOWLEDGE-BASED PRACTICE

4. Apply a critical thinking approach to nursing.

With assistance:

- apply critical thinking strategies in developing sound clinical judgment in relation to health promotion, and disease and injury prevention
- apply creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to health promotion, and disease and injury prevention.

5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.

With assistance:

- explore selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to stable variations in health
- explore selected areas of knowledge related to scope of practice and professional legislation.

6. Demonstrate evidence-based practice.

With assistance:

- utilize credible resources (research studies, experts, and others)
- examine research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identify nursing problems that require investigation.

7. Apply nursing and other relevant models/theories in the professional practice of nursing.

With assistance:

- discuss the use of nursing models/theories/metaparadigms
- identify models/theories from other disciplines and their application into nursing
- explore the application of selected nursing models/theories into nursing practice.

8. Demonstrate competence in healthcare informatics.

With assistance:

- use a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

PROVISION OF SERVICE TO PUBLIC

9. Apply concepts and principles of primary health care.

With assistance:

- discuss principles of primary health care with healthy individuals across the life span
- discuss knowledge of health determinants in client situations
- discuss selected health promotion activities with individuals.

10. Demonstrate caring relationships in professional situations.

With assistance:

- recognize the uniqueness, worth and dignity of self and others
- demonstrate caring behaviours in interpersonal activities with clients, peers and others in the health care setting.

11. Collaborate with clients, community agencies, community members, and members of other disciplines in a variety of settings.

With assistance:

- develop cooperative relationships with others to ensure learning goals are met.

12. Demonstrate beginning leadership, management and administrative skills.**With assistance:**

- use effective time management strategies in coordinating client care
- describe leadership roles
- use decision-making processes
- effectively lead a small group
- effectively perform an accurate appraisal of self and others.

13. Demonstrate the ability to deal with ambiguity and diversity.**With assistance:**

- identify effects of ambiguity and diversity in all learning environments
- identify ambiguity and diversity in selected nursing situations
- identify own pattern of dealing with the effects of ambiguity and diversity
- select appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations.

14. Demonstrate competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**With assistance:**

- identify steps of nursing process
- use appropriate verbal communication skills
- use appropriate written communication skills
- discuss effective client education
- discuss prioritization of nursing activities
- perform selected assessment skills in a competent manner

Independently:

- perform selected psychomotor skills in a competent manner – lab setting.

CONTEXT-BASED LEARNING**15. Demonstrate competence with context-based learning.****With assistance:**

- describe the components of context-based learning:
 - self-directed learning
 - group process
 - CBL process
- use the nursing process to plan nursing care for selected clients:
 - selected assessment skills
 - problem identification
 - outcomes
 - interventions
 - evaluation
- effectively use group process to facilitate learning of the group:
 - respect for the values and beliefs of others
 - responsibility and accountability for the learning of the group
 - group roles
 - caring behaviours

- self-directed learning
- influencing factors
- effectively use critical thinking in the group:
 - brainstorming
 - exploring (creativity, depth, breadth and relevancy)
 - sources of information
- use communication skills to enhance the context-based learning processes:
 - sharing personal information
 - articulation
 - clarity
 - conciseness
 - relevancy
 - seeking and providing opinions, information and direction
 - receiving and giving feedback
- use writing skills to enhance the context-based learning processes:
 - legibility
 - appropriateness
 - clarity
 - conciseness
 - relevancy.

REQUIRED RESOURCES:

Available on Blackboard

1. Core Concept Map: Nursing 1900
2. Course schedule
3. Working Definitions
4. Graduate Competencies and Year End Outcomes
5. Tutorial Assessment Guide (TAG)
6. Learning Packages
7. Student handbook
8. NS 1900 Lab Manual

REQUIRED TEXTBOOKS:

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Canadian Nurses Association (2008). *Code of ethics for nurses*. Retrieved from http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf

Chabner, D.E. (2009). *Medical terminology: A short course* (5th ed.). Philadelphia, PA: Elsevier Saunders.

Pickar, G.A., Graham, H., Swart, B., & Swedish, M (2009). *Dosage calculations* (1st Canadian ed.). Toronto: Nelson Education Ltd.

Potter, P.A. & Perry, A.G. (2009). *Canadian fundamentals of nursing* (4th ed.). Toronto: Elsevier Canada.

Vollman, A., Anderson, E., & McFarlane, J. (2007). *Canadian community as partner* (2nd ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.

Estes, M. & Buck, M. (2008). *Health assessment and physical examination* (1st ed.). Toronto: Thomson Nelson.

Wilson, B., Shannon, M., & Shields, K. (2009). *Prentice hall nurse's drug guide 2009*. Upper Saddle River, NJ: Pearson Prentice Hall.

REQUIRED LEARNING EXPERIENCES:

There are three components that make up every tutorial course of the nursing program. These components are; tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected, attendance will be taken and performance evaluated. Absences in any of the organized activities will affect student performance and grades achieved.

- 1. Tutorial:** In CBL tutorials specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial. Criteria for determining marks are found in the appendices of the course outline as well as a Student Self Evaluation of Performance in Tutorial form.
- 2. Laboratory:** In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs will be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience. Please refer to the NS 1900 Lab Manual for further information related to labs.

RECOMMENDED LEARNING EXPERIENCE

Nursing Fixed Resource Sessions (FRS) are additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions are testable material. Attendance in fixed resource sessions is highly recommended.

Please refer to the Examination Policy on pages 45 & 46 in the GPRC 2009-2010 Calendar as well as the Nursing Student Handbook.

3. Tutorial Evaluation 25% Due: Week of Oct 19-23

Students will be evaluated on their performance during tutorials in relation to critical thinking, group process, self-directed learning.

Criteria to be evaluated are listed in the Tutorial Assessment Guide (TAG) found on page 17 of this outline. A verbal mid-term evaluation will be scheduled about mid-point during the course where you and your tutor will discuss your progress and learning goals.

A final evaluation will take place by appointment with your tutor, during the last week of class.

During the Final Evaluation, students are to:

1. Print off a copy of the TAG.
2. Assess their own success,
3. Fill in the TAG with specific examples of how they met the indicators under each section, and be prepared to discuss the examples.

Final TAG grade will be determined in collaboration between the student and tutor.

4. OSCE (Pass/Fail) Due: October 14-16

You will be tested on hand washing and vital sign assessment skills according to the criteria provided in the lab manual. The pass mark is 80%. You must attempt the OSCE when it is scheduled, and if needed will have two additional attempts to ensure your success. Signup sheet will be posted the week prior to OSCEs.

OSCE Practice: Tuesday October 13th, 2009 from 1430 - 1720

5. Dosage Calculations (Pass/Fail) Due: October 6, 2009

The ability to perform mathematical calculations when administering medications is essential. You are required to purchase and complete Chapters 1 to 4 inclusive in Pickar, Graham, Swart & Swedish, 2009 *Dosage Calculations in SI units*. The exam will highlight these 4 chapters and you must pass the Dosage Calculation exam with a mark no lower than 90%. If you do not achieve 90%, you will be required to re-write the exam. Students have 3 re-writes to pass this exam.

6. Medical Terminology Quiz 5% Due: October 13, 2009

You are required to purchase D. Chabner, (2009) *Medical Terminology: A short course by D. Chabner* and complete exercises in chapters 1 and 2. The medical terminology exam mark will account for 5% of your overall course grade which will test your knowledge of these chapters.

ALPHA GRADING SYSTEM

Grande Prairie Regional College uses the Alpha grading system and the following approved letter codes for nursing courses. All final grades will be reported to the registrar's office using alpha grades. Alpha grades will be converted to a four point equivalence for the calculation of Grade Point Averages. **Nursing courses are graded differently than other courses; C- is the minimum passing grade. For example, whereas you can carry a D in Psychology, you cannot carry a D in NS 1900.**

Alpha Grade	4 Point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	Poor Minimum Passing grade for Nursing Courses
D+	1.3	Poor Failing grade for Nursing Courses
D	1.0	Poor Failing grade for Nursing Courses
F	0.0	Failing grade for Nursing Courses

NS 1900 ASSIGNMENT OF FINAL GRADE

Student Name: _____

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). A grade of C- is the minimum passing grade for any nursing course with exception of NS 1050- and NS 2150. Please see GPRC 2009-2010 Calendar for Academic Progression Criteria (page 110).

Please see

Evaluation	Grade	4-point Equivalent	Percentage of Total Mark	Value
Paper			25%	
Final Exam			45%	
Tutorial Assessment Guide (TAG)			25%	
OSCE			Pass/Fail	
Dosage Calculations			Pass/Fail	
Medical Terminology Exam			5%	
				TOTAL:

Total 4-Point Equivalent Values:

Translated to Final Grade:

Grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of those percentages is added up to make a total. That total was converted back into the Alpha grade scale to receive your final grade. If you have any questions or concerns, please see your tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

Instructor Signature: _____

Date: _____

All papers and written assignments will be letter graded

1. Exam raw scores will be converted to a letter grade.
2. Letter grades for each assignment will be calculated according to the weight (i.e. 25%) of the assignment for a final score. Example below

Example:

Assignment	Alpha Grade	Equivalence	Conversion
Paper	A-	$3.7 \times .25$	$= .925$
Mid term exam	B	$3 \times .25$	$= .75$
Final exam	B+	$3.3 \times .30$	$= .99$
Tut eval	A	$4 \times .15$	$= .6$
Med. Termi	B-	$2.7 \times .05$	$= .135$
Total			$= 3.4 = B+$

LATE ASSIGNMENT POLICY

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extension of the time specified for submission may be granted in case of illness or extenuating circumstances. Extensions must be negotiated with the instructor prior to the required submission time and date. A new date and time will be specified and will then become the required time and date of submission for the assignment.
- A penalty will be imposed for all late assignments and course evaluation strategies. A letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late. For example, the library assignment which received a B+ but is handed in one class day late, will receive a final grade of B on the assignment.
- Students who choose to email their assignments as an attachment are responsible for requesting an email confirmation that their assignment has been received by the tutor.

WITHDRAWAL

Last day for withdrawal without financial penalty is October 07, 2009.

PLAGIARISM AND CHEATING POLICY

Please refer to your Rights and Responsibilities section in the Grande Prairie Regional College 2009/2010 Calendar.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2009-2010). Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat).

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Services Special Needs Councilor Rosemary Kay.

NS 1900 Paper Grading Guide

	A Excellent	B Very Good	C Good/ Satisfactory	D Minimal Pass	F Fail
Content	<p>Excellent creative writing ability, demonstrated in development and presentation of ideas.</p> <p>Outstanding integration of literary definition of health and personal definition of health.</p>	<p>Very good creative writing ability evidenced.</p> <p>Thorough integration of literary definition of health and personal definition of health.</p>	<p>Satisfactorily written, some areas need improvement.</p> <p>Some integration of literary definition of health. Lacking some ability to relate to personal definition of health.</p>	<p>Content is present but not clearly defined.</p> <p>Poor integration of literary definition of health and personal definition of health.</p>	<p>Content inadequate and poorly defined.</p> <p>Information superficially addressed with no evidence of integrating knowledge.</p>
APA Referencing	<p>Excellent use of APA formatting, minimal to no revision needed.</p> <p>Various reference styles used, ideas of others clearly cited.</p>	<p>Very good use of APA formatting, some revision needed.</p> <p>Less variety of styles of references, ideas of others clearly cited.</p>	<p>Satisfactory use of APA formatting, more revision needed.</p> <p>One reference style used, ideas of others clearly cited.</p>	<p>APA requires major revision</p> <p>Infrequent and/or inconsistent referencing. Minimal citations of literature.</p>	<p>Little or no evidence of use of APA.</p> <p>References are not clear, ideas of others not cited, paper plagiarized.</p>
Organization	<p>Excellent organization of ideas. Paper is easy to read, ideas flow very well. Excellent transition between paragraphs.</p> <p>Introduction and conclusion are clear and effective, catches readers attention, summarizes very well. Main theme clearly presented.</p>	<p>Very good organization of ideas. Paper is easy to read. Most ideas flow well. Very good transition between paragraphs.</p> <p>Introduction and conclusion are detailed and clear, prepares reader and summarizes well.</p> <p>Main theme is clearly presented.</p>	<p>Satisfactory organization of ideas. Paper not as easy to read. Some ideas not clearly presented. Paragraphs are disjointed.</p> <p>Introduction and conclusion are evident, requires some revision to prepare reader and summarize ideas.</p>	<p>Poor organization of ideas. Paper difficult to read. Ideas are unclear. Paragraphs are disjointed and do not flow well. Paper is confusing in some aspects and difficult to read.</p> <p>Introduction and conclusion confusing, does not prepare reader or summarize ideas.</p>	<p>Organization and scope of ideas inadequate. Writing demonstrates inability to follow assignment directions.</p>

Spelling and Grammar	No spelling or grammatical errors evident.	Minimal (1-2) spelling and grammatical errors.	Occasional spelling and grammatical errors evident throughout paper.	Many spelling and grammatical errors evident throughout paper.	Spelling and grammar require major revision.
Sources	A variety of resources used to support definition of health and primary health care principles. Sources are current, credible and applicable.	Less variety of resources used to support definition of health and primary health care principles. Sources are current, credible and applicable.	Resources are not varied, but do support definition of health and primary health care principles. Sources are current but may lack credibility.	Minimal sources used to support definition of health and primary health care principles. Sources are not current and/or credible.	No sources used in paper. Sources not current or applicable.

NS 1900
Tutorial Assessment Guide

STUDENT'S NAME : _____

TUTOR'S NAME : _____

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

Excellent (A)

Student meets the objectives at a “Level of Independence” greater than identified on the TAG, all of the time.

Very Good (B)

Student meets the objectives at a “Level of Independence” greater than identified on the TAG, majority of the time.

Good/Satisfactory (C)

Student meets the objectives at a “Level of Independence” greater than identified on the TAG some of the time.

Marginal (D)

Student meets the objectives at a “Level of Independence” required on the TAG inconsistently.

Unsatisfactory (F)

Student fails to meet the objectives at a “Level of Independence” required on the TAG

RCO = Relevant Course Objectives						
Please refer to the course outlines for the course objectives.						
RCO	1. SELF-DIRECTED LEARNING	A	B	C	D	F
4, 5, 6	1.1 Identifies gaps in knowledge.					
3	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
3	1.3 Participates actively in defining own learning objectives.					
6, 8	1.4 Selects appropriate resources to meet own learning needs.					
3, 8	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
3	1.6 Demonstrates effective actions to meet own learning needs.					
1	1.7 Takes responsibility for actions and their consequences to self and group.					
4	1.8 Evaluates learning outcomes.					
3, 12	1.9 Seeks constructive feedback.					
12, 14	1.10 Responds to constructive feedback.					

Comments:						
RCO	2. GROUP PROCESS	A	B	C	D	F
11	2.1 Contributes to the development of group objectives and norms.					
10, 11, 12	2.2 Helps keep the group task oriented.					
10, 14, 15	2.3 Communicates ideas and information using a variety of communication skills.					
1, 11	2.4 Assumes leadership role in group interaction.					
1, 11	2.5 Actively facilitates the learning of others.					
12, 1	2.6 Respects the values and opinions of others.					
1, 11, 14	2.7 Provides constructive feedback to others.					
1, 3	2.8 Completes all tasks as negotiated within the group.					
11, 12	2.9 Takes constructive action to address group concerns or conflict.					
1	2.10 Is present and punctual.					
Comments:						
RCO	3. CRITICAL THINKING	A	B	C	D	F
2, 4	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
4	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
4, 7, 9	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
4	3.4 Makes links with prior relevant readings experience or knowledge.					
4, 5, 7	3.5 Demonstrates an understanding of underlying concepts.					
1, 3, 4	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
3, 4, 6	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.					
3, 4, 6, 13	3.8 Generates and considers alternative perspectives.					

3, 4, 6	3.9 Justifies reasons or actions.
Comments:	
Summary comments:	

Overall Grade: _____ Date: _____

Student's Signature

Tutor's Signature