GNUR 207 – Concepts of Professional Nursing Practice
Credit hours: 2 Semester hours
John Felice Rome Center
Fall 2022
Mondays | 9:00 am-12:00pm /Room Sala 5
Annie Thomas, PhD, RN
Associate Professor, Marcella Niehoff School of Nursing
Email: athomas4@luc.edu
Office Hours: Mon./Wed., 12:30 – 2:30 pm and by appointment

Course Description
This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family-centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population-focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access such as stress, coping and adaptation, health information processing, spirituality. Students also examine health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations.

Learning Outcomes
At the successful completion of the course, the learner will be able to:

1. Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences.
2. Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations.
3. Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches.
4. Explain the structure and function of the U.S. health care delivery system and the impact of these factors on access, quality, and cost of health care.
5. Understand the health goals for the nation identified by Healthy People initiative.

Required Text / Materials
DOI:10.1093/oso/9780190840204.001.0001
Assigned readings found on various online publications, websites, videos etc.

Teaching Strategies:
Face-to-face class, lectures, occasional on-line lecture, group exercises, discussion, journal critique, student led presentation and discussion
**Assessment Components:**

15%  Journal reflection (1x15%)
15%  “Invisible Visits” by TK Sacks: Reflection (1x15%)
15%  Personal Historical/Cultural Icon Presentation
25%  Student led Presentation and Discussion
30%  Pre class/ In Class Activities/Participation in class discussions

*See details of the Assessment components after course schedule on pgs.6-12

**Grading Scale**

A   = (94-100)  C   = (77-79)
A-  = (92-93)   C-  = (75-76)
B+  = (89-91)   D+  = (72-74)
B   = (86-88)   D   = (69-71)
B-  = (84-85)   F   = (68 and below)
C+  = (80-83)

Students must achieve a C- (75%) or greater to pass this course. Students will be evaluated by grades on tests, presentations and assignments.

**Rounding and Reporting of Scores/Grades:**

- All exam scores are reported to 2 decimal places (when appropriate). Scores for individual and final examinations are not rounded up or down.
- All non-examination assignments, such as papers are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other than whole numbers.

The final course grade, which includes all evaluation elements for the course, is rounded based on the following guidelines:

- If the decimal is 0.50 or greater, the score is rounded up to the next whole number (e.g., 84.52 is rounded to 85.0)
- If the decimal is less than or equal to .49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0)

The letter grade corresponding to the numeric final course grade is entered into LOCUS.

**Taping/Recording of Face-to-Face Lectures**

Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms.

**Attendance Policy**

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.
• For all classes meeting once a week, students cannot incur more than one unexcused absence.
• For all classes meeting twice a week, students cannot incur more than two unexcused absences.
• For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets once a week, thus a total of one unexcused absence(s) will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit.”** Attendance in mandatory in class including all scheduled Friday class days. Absence will be excused only in the event of sickness or an emergency. Student should consult the on campus nurse or call the on call doctor if you are sick. **The collective health of the JFRC is everyone’s responsibility. Do not attend class if you are ill.** In the event of missed class due to sickness or quarantine, the offices of the JFRC Academic Dean and Student Life will work with students and professors to ensure access to course content. (Please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions)

**Accessibility Accommodations**
Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

**Policy for Late or Missed Assignments**

- Late or missed assignments will not be accepted for grading without the authorization of the instructor.
- All assignments should be turned in or submitted electronically by the **date and time** specified. If an assignment is going to be late due to illness or an emergency, you must notify the instructor with the documentation for why it is late, before the assignment due date. Each day an assignment is late, 2 points will be deducted from the assignment. Any assignment more than 5 days late will result in “zero” on the grade.

**ATI Critical Thinking Assessment (no grade added to GNUR 207)**

- The ATI Critical Thinking Assessment measures six cognitive skills commonly associated with critical thinking. This assessment identifies the critical thinking skills that you need to strengthen or develop. To effectively develop or strengthen critical thinking skills, you need to use these skills consistently. Your instructors will guide you in developing these skills in a variety of ways (e.g. case study discussions, reflections, clinical practice) throughout the curriculum. You do not need to study for the test and it will not count towards your grade.

**Course Evaluation Expectation**

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The SMART eval course feedback system is based on student ratings of their individual learning during a course. A key part of the evaluation system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the evaluation system open for student input during the last two weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.
**Technology**

Use of cell phones is **not permitted** at any time during class. If you have an emergency and need to use your phone, please inform me and leave class to take care of the emergency. Computers are permitted in class. However, computers must only be used for class purposes. If you are seen using your cell phone or computer for purposes other than class, I will send you a warning via email. The second time the behavior occurs, I will ask you to leave class. You can learn about how taking notes by hand retain more information than those who type them by reading this: [Click here](#).

**Academic Honesty**

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

**Academic Integrity**

“Academic integrity is expected of every student in the Marcella Niehoff School of Nursing. A consequence of academic dishonesty will be failure in the course where the dishonesty occurred. Greater sanctions may be imposed” (Undergraduate Nursing Student Handbook).

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)

**TITLE IX**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against students and conduct that includes sexual harassment, sexual assault, sexual misconduct, dating violence and stalking. All Loyola University Chicago employees must report Title IX related incidences.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assigned Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>9/5/22</td>
<td>Welcome and Course Introduction</td>
<td>Weekly Course Outline and Resources Link</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical events that shaped nursing</td>
<td>T.K. Sacks: Pages upto16 (Prologue and Introduction)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>today</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>9/12</td>
<td>Professional Nurse and US Health Care</td>
<td>Weekly Course Outline and Resources Link</td>
</tr>
<tr>
<td></td>
<td></td>
<td>system</td>
<td>T.K Sacks: Chapter 1 Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T.K. Sacks: Chapter 1 Discussion</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>9/19</td>
<td>Communication and collaboration in</td>
<td>Weekly Course Outline and Resources Link</td>
</tr>
<tr>
<td></td>
<td></td>
<td>professional nursing practice</td>
<td>T. K. Sacks: Pages 38-56 (Chapter 2: Invisible Visits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T.K. Sacks: Chapter 2 Discussion</td>
<td>Personal Historical Icon Presentations</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/26</td>
<td>Professional nursing concept of</td>
<td>Weekly Course Outline and Resources Link</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Values, Belief and Caring”</td>
<td></td>
</tr>
</tbody>
</table>
| Week 5 | 10/3 | - Access, quality, and cost of health care  
-Racism, biases, social determinants of health  
T. K. Sacks: Page 57-92 (Chapter 3: Patient Preferences)  
Personal Historical Icon Presentations |
|---|---|---|
| Week 6 | 10/10 | Health and Wellness, Healthy people 2030  
T. K. Sacks: Page 94-113 (Chapter 5: Conclusion)  
Personal Historical Icon Presentations |
| Week 7 | Fall semester Break (Oct 14-18) | |
| 10/21 Friday | Students are required to meet on October 21 (Friday) as per the Rome Center announcement |
| Week 8 | 10/24 | - Patient centered care, family centered care  
- Culturally Competent care  
Weekly Course Outline and Resources Link  
Invisible Visits Reflection Due @ 5 pm |
| Week 9 | 10/31 | - Introduction to Epidemiology, Levels of Prevention  
- Nursing Challenges  
Weekly Course Outline and Resources Link |
| Week 10 | 11/7 | Student led group presentation/discussion  
2 groups |
| Week 11 | 11/14 | Student led group presentation/discussion  
2 groups |
| Week 12 | 11/21 | Health Literacy and Patient Education (Online)  
Health Literacy Basics: Read sections:  
- What is Health Literacy?  
- Understanding Health Literacy  
- Understanding Literacy and numeracy  
https://www.cdc.gov/healthliteracy/basics.html |
| Week 13 | 11/28 | Spiritual Care in Professional nursing practice (Online)  
Meeting your Patients spiritual needs:  
https://www.americannursetoday.com/meeting-your-patients-spiritual-needs/ |
| Week 14 | There is NO final exam associated with this course |

**Note:** The syllabus may be subject to change.
Assignment Components

1. Journal Reflection (1 x 15%)

Dimitroff (2018) has described journaling and the benefits for nursing students. Journaling is a way to write down personal thoughts and insights into events and concepts. Journaling provides a foundation for creativity, guidance, self-awareness, understanding, and spiritual development. Journaling is helpful to better understand yourself and events that you are experiencing, while increasing self-compassion and self-awareness. In addition, writing improves cognition, fosters insight, and improves emotional regulation.


Students must submit 1 journal reflection throughout the semester. Students may choose which concept(s) to journal about. Students can choose to respond to provided prompts and/or also use the journal to write down personal thoughts as a self-care measure around a topic which relates to nursing. Using the rubric below, submit an “exemplary” journal that are approximately 2-3 pages, double spaced, 12-point font. It must be well written and clearly organized using standard English, characterized by elements of a strong writing style and free from grammar, punctuation, usage, and spelling errors. An exemplary reflection assignment demonstrates a high degree of critical thinking by applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. It should include insightful and relevant connections made through contextual explanations, inferences, and examples.

Here is a list of topics which you can use for journaling prompts. You want to pick a topic that allows you to demonstrate your critical thinking about the topic. Use Assignments tab to submit the paper.

Journaling Topics:

- Your journey, experience, and calling to the nursing profession
- What are the values of the nursing profession and which values are important for you to incorporate into nursing care?
- Self-care: what are ways you can be sure to care for yourself as a nurse, what are some ways you can improve your self-care routine
- What are implicit biases you have and how might these biases impact the care you provide to patients. You may want to take the Implicit Attitude Test (https://implicit.harvard.edu/implicit/takeatest.html)
- Discuss the importance and ways to provide holistic care to patients
- Discuss the importance of creating and maintaining professional boundaries with patients
- Discuss the importance and ways to provide family centered care
- Discuss the importance and ways to provide patient centered care

**Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent/Not met (0 points)</th>
<th>Complete/Met (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly states topic in introduction paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly relates topic to nursing/your nursing journey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Include at least 1-2 paragraphs on how the topic impacts your nursing career (for example-how it will impact your care of patients)

Include at least 1-2 paragraphs on personal growth

Correctly references resources with APA format

Topic carried throughout reflection

Correct sentence structure, grammar, spelling

2. Invisible Visits: Black Middle-Class Women in the American Healthcare System Reflection (1 x 15%)

For this assignment, the student will turn in a reflection paper (3–4-page, double spaced, 12-point font) that relates the reading to concepts covered in the course outcomes. Your name and identifying information at the top of the assignment should be no more than two lines. The purpose of this assignment is to engage with the reading and the course outcomes through critical reflection. Critical reflection assists with developing more meaning in the concepts and enhances growth and learning.

To complete the assignment, pick one of the concepts listed below. Your reflection must demonstrate your understanding of the concept and the reading. Use examples from the reading to describe the concept chosen. Your reflection must include a deep analysis of the concept. For example, you could choose to discuss how progress (or lack of progress) on a concept was demonstrated in the reading. Another example may be to discuss what you as a nurse would do to provide quality care today. You want to be sure to limit the amount of the reading that is directly quoted in your reflection. It is better to paraphrase what you read or directly quote 1-2 sentences. When quoting the reading, do so in APA format. Here is a link to a guide on how to correctly cite:

[https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html). An exemplary reflection assignment demonstrates a high degree of critical thinking by applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. It should be well written and clearly organized using standard English, characterized by elements of a strong writing style and free from grammar, punctuation, usage, and spelling errors. Use Assignments tab to submit the paper.

The concepts are:

- Role of the professional nurse
- Health Promotion and risk reduction
- Care for families
- Care for communities and populations
- Nursing values
- Culturally sensitive care
- Cultural impact on health care and health outcomes
- Cultural basis for health beliefs
- Function of US Health care system
- Impact of health care system on access and quality
- Impact of health care system on cost of health care

**Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent/Not met 0 points</th>
<th>Complete/Met 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly states topic in introduction paragraph</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Personal Historical/Cultural Icon Oral Presentation (15%)

Caring, empathy, and compassion – the basis of good nursing, depends on knowing more about who you are. We cannot help other people until we are clearer about ourselves. Becoming self-aware is a conscious process in which we consider our understanding of ourselves. It is only when we know ourselves that we can be aware of what we will and will not accept from others in our lives and it helps us to relate to other people. Being self-aware enables us to identify our strengths and those areas that can be improved.

The purpose of this assignment is to present a personal icon (it can be a symbol, logo, picture, or other image, artifact or any item, or person that is special to you). This icon represents what is significant about you that you would like others to know about. What do you want us to know about you? What personal interests, values, and beliefs do you have that may impact your approach to life and how you care for your patients?

Some examples from past students:

- A student brought in a cross-stitch of her family tree that her grandmother made.
- A student sang lyrics from an opera
- A student shared a recipe that had been handed down for generations and talked about the significance of her culture and family

The presentation should be between 5-6 minutes. Submit a brief description (less than 200 words) of your icon and a picture (if available) via Assignment’s tab prior to your presentation day. You will be assigned a date for your presentation. Please visit Lessons Tab to view the date of your presentation.

Rubric for Cultural Icon Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (3 points)</th>
<th>Good (2 points)</th>
<th>Adequate (1 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response to assignment:</strong> Oral presentations are expected to completely address the topic and requirements set forth in the assignment. (What do you want us to know about you? What personal interests and/or cultural values and beliefs do you have that may impact your approach to life and how you care for your patients?)</td>
<td>The presentation responds to the assignment and addresses the topic and all requirements.</td>
<td>The presentation responds to the assignment and addresses the topic, but has minor weaknesses with respect to some of the requirements.</td>
<td>The presentation does not respond to many of the requirements of the assignment but has significant weaknesses with respect to some of the requirements.</td>
</tr>
<tr>
<td><strong>Speaking skills:</strong> Presenters are expected to use an effective speaking style which exhibits enthusiasm, generates interest in</td>
<td>Speaker is well prepared, establishes effective eye contact, speaks</td>
<td>Speaker is reasonably prepared but may occasionally stray from topic and/or</td>
<td>Speaker is not prepared; does not use voice or body language effectively to</td>
</tr>
</tbody>
</table>
4. Student led Group Class Presentation/Discussion Project (25%)

Students will be randomly assigned to a group of 3-5 people. The group details and the dates of presentations are posted in the Lessons tab in Sakai. Each group will be responsible for selecting a topic and leading class discussion related to the topic. Each group must have a unique topic for the presentation. Groups may choose from a suggested topic below or may propose a topic for discussion. If a group is proposing a topic, the topic must be approved by the faculty.

- Health and wellness of healthcare professionals
- Care of LGBTQ population
- Quality of the United States Health Care System
- Cultural beliefs and their impact on health of individuals/population
- Alternative health care practices
- The environment’s impact on health
- Climate change and health
- Racism and health
- Nurse Innovation
- Emotional Intelligence
- Technology in the Healthcare setting
- Sustainability and Healthcare
- Political activism in Nursing
- Communication with Patients
- Value based nursing education

**Instructions:**

- **Resources and Pre class activity:** Each group will need to assign at least one resource for the class to read, listen, or watch before participating in the class discussion. In addition to the resource(s), groups must assign some pre-class work to encourage students to prepare for class discussion. **Groups should plan to post the resource(s) and the pre-class work assignment to the class at least 5 days in advance to allow adequate time to prepare for the class sessions.** Each group must evaluate the resources that they want the students to review by using the Resource Evaluation Form. The form is posted below. In addition to assigning a resource (resources), plan for in-class small group discussion to enhance participation.

- **Presentation and In-class Group Discussion:** Each member in your group must participate fully to complete the project. Each group must submit Group Accountability Form. Each group must plan to lead discussion in class for approximately 50-60 minutes. It may be necessary to do a short powerpoint presentation on the topic before a thoughtful discussion can be accomplished. You may use any creative audiovisuals of your choice to facilitate active class participation.

- **All students are required to attend every group’s class discussion projects. Students will receive in-class activity points for their participation. Students will receive total 10 points for participating in the entire in-class group discussions/day. If you are ill and are unable to attend the class the day your group is to complete the Group Class Discussion Project, be sure to talk with me, so alternative arrangements can be made.

- Each group will monitor student's attendance and in class activity participation. No in class activity documents need to be submitted. Plan to evaluate student’s knowledge by administering a short quiz.

- Each group’s presentation/discussion will be evaluated by their peers and faculty.
• Be sure to submit Evaluation of Resources Form, Group Accountability Form, and powerpoint of your presentation, student attendance sheet, post discussion evaluation points on the day of presentation (after your presentation session) via Assignments tab.
• Review the forms (Resource Evaluation and Group Accountability) and the rubric inserted below:

Evaluation of Resources Form: the CRAPP TEST

Names____________________________

This form has been adapted using the CRAPP test developed by Sarah Blakeslee and a team of librarians at California State University, Chico. This form needs to be completed and handed into Sakai for the main resource the group as decided to use for the class discussion. You may assign the class to prepare for discussion through multiple resources, however this form only needs to be completed for the main resource. Cite the source you are evaluating:

Currency: the timeliness of the information
• When was the information published or posted?
• Has the information been revised or updated?
• Is the information current or out of date for your topic?
• Are all links in source functional?

Relevance: the importance of the information for your needs
• Does the information relate to your topic or answer your question?
• Who is the intended audience?
• Is the information at an appropriate level (i.e., not too elementary, or advanced for your needs)?
• Have you looked at a variety of sources before determining this is one you will use? If so, how many other sources did you consider?
• Would you be comfortable using this source for a research paper?

Authority: the source of the information
• Who is the author/publisher/source/sponsor?
• Are the author’s credentials or organizational affiliations given?
• What are the author’s credentials or organizational affiliations given?
• What are the author’s qualifications to write on the topic?
• Is there contact information, such as a publisher or e-mail address?

Accuracy: the reliability, truthfulness, and correctness of the content
• Where does the information come from?
• Is the information supported by evidence?
• Has the information been reviewed or refereed?
• Can you verify any of the information in another source or from personal knowledge?
• Does the language or tone seem biased and free of emotion?
• Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists
• What is the purpose of the information? to inform? teach? sell? entertain? persuade?
• Do the authors/sponsors make their intentions or purpose clear?
• Is the information fact? opinion? propaganda?
• Does the point of view appear objective and impartial?
• Are there political, ideological, cultural, religious, institutional, or personal biases?

Group Accountability Form

Names____________________________ (Submit one form for the entire group)
Each team member must complete, sign, and date this sheet. By your signature, you are attesting that the contributions of yourself and your team members are accurately represented. Complacency in allowing a team member to claim credit for work he/she did not contribute is also considered plagiarism and will be addressed as such.

<table>
<thead>
<tr>
<th>Team Members</th>
<th>CONTRIBUTIONS to Class Assignment Project</th>
</tr>
</thead>
</table>
| Team Member 1 (Example) | 1. Organized and led team meeting to determine program goals  
2. Wrote process goals |
| Team Member 2 (Example) | 1. Developed indicators for all goals  
2. Created 3 of 20 survey questions |

I attest that I have honestly & accurately presented my true team contributions to our project.

Signature & Date of Team Members:

1. 

2. 

Rubric (Faculty Evaluation)

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent/Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Discussion was organized well</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Discussion content flowed well throughout time</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Content</td>
<td>Discussion included content related to at least one course outcome</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Discussion included a resource which was relevant and interesting</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Each member contributed to the discussion*</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Group completed the CRAAP form related to main resource</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Creativity</td>
<td>Discussion activity used creative methods to engage students</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Discussion encouraged participation from all students</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 8 - 32

Rubric (Peer Evaluation)

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent/Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Discussion was organized well</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Discussion content flowed well throughout time</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Content</td>
<td>Discussion included content related to at least one course outcome</td>
<td>Poor</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Discussion included a resource which was relevant and interesting

<table>
<thead>
<tr>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Creativity

<table>
<thead>
<tr>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Discussion activity used creative methods to engage students

<table>
<thead>
<tr>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Discussion encouraged participation from all students

<table>
<thead>
<tr>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Total: 6-24

5. **In class and Pre-Class Activities (30%)**

**a. In Class Activities:** In class activities will be completed during class. If you miss a class, you will not receive points for the class activity that takes place that day. There will be at least 7-10 exercises throughout the semester. Each in class activity will be worth 2 points. The expectation is that students attend all class sessions. You are allowed one class activity make up. If you are ill or have a situation where you need to miss more than one class, please contact your faculty to discuss about the situation and arrange for alternate options. Submit via Assignments tab in Sakai.

**Rubric:**

<table>
<thead>
<tr>
<th>Meets or Exceeds expectations</th>
<th>Approaching expectations</th>
<th>Inadequate/Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The reflection/response of group demonstrates a thoughtful understanding of the writing prompt and/or the subject matter.</td>
<td>The reflection/response attempts to demonstrate thinking about the question(s) posed but is vague and/or unclear about the personal learning process.</td>
<td>The reflection/response does not address the student’s thinking and/or learning.</td>
</tr>
<tr>
<td>Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</td>
<td>Examples, when applicable, are not provided or are irrelevant to the assignment.</td>
<td>Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.</td>
</tr>
<tr>
<td>Fully engaged in conversation with group members, stayed on task during the activity</td>
<td>Usually engaged in conversation and on task during activity, but observed checking emails, text messages, social media or working on other assignments,</td>
<td>Not engaged with other group members and not staying on task during the activity</td>
</tr>
</tbody>
</table>

**b. Pre-Class Activities:** There will be preclass activities associated with a few class sessions. Students will be instructed to complete the activity before coming to class. This work will include a reading and/or a video to watch related to the concept(s) being discussed in class. **Pre-Class work can be found via Lessons tab in Sakai course tab.** Submit the assigned pre-class work to Assignments Sakai before the start of class.

**Rubric**

<table>
<thead>
<tr>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Class work was finished completely and submitted quality work on time</td>
<td>Pre-class work was partly completed, but was submitted on time Or work was fully completed, but submitted late</td>
<td>Pre-Class work was partly completed and submitted late (after the start of class)</td>
</tr>
</tbody>
</table>