

**Austin Community College**  
**Vocational Nursing**  
**VNSG 1219**  
**LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

**I. COURSE DESCRIPTION**

**VNSG 1219 Leadership and Professional Development (2-2-0).** Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations, and continuing education. The course will also include content related to beginning leadership and management skills and legal and ethical concerns affecting the practice of vocational nursing, and preparation for licensure.

VNSG 1219 is a lecture course that meets two hours one day per week, for a total of 32 contact hours for the semester. Skills: P

**Prerequisites:** VNSG 1510 and VNSG 2462. Co requisite: VNSG 1230, VNSG 1234 and VNSG 2463. Course Type: W.

**II. REQUIRED TEXTBOOKS/INSTRUCTIONAL MATERIALS**

1. Hill, S.S., and Howlett, H.S. (2009). *Success in Practical Vocational Nursing. From Student to Leader*, (6<sup>th</sup> Edition). Saunders Elsevier.
2. Kozier, B., Erb, G.I., Berman, A., and Snyder, S. (2010). *Fundamentals of nursing*, (8<sup>th</sup> edition). Prentice-Hall.

**III. INSTRUCTIONAL METHODOLOGY**

Learning activities are listed in the course syllabus. These activities may include lecture, discussion, role-play, writing papers, demonstrations, research, and critical thinking exercises, and online Blackboard activities.

Students are responsible for reading all assigned materials, participating in all learning activities, and answering all objectives. The instructor may not cover each individual objective in class, but will cover the essence of the material. The student is responsible for all material presented in the class regardless to whether it is in the text or not.

Throughout the syllabus, objectives may highlighted with a “C” and /or “S”. “C” denotes objectives that meet the Differentiated Essential Competencies of Graduates of Texas Nursing Programs. “S” denotes objectives that meet SCANS competencies. A list with definitions of SCANS competencies can be found on the Austin Community College Website at <http://www.austincc.edu/mkt/scans.php>.

#### **IV. COURSE RATIONALE**

The levels of the program have a logical progression in introducing the student to the roles of the vocational nurse. VNSG 1219 builds on previous knowledge and serves as a capstone course for the Vocational Nursing Program.

The Austin Community College Vocational Nursing Program curriculum is based on a conceptual framework, which is derived from the faculty's stated philosophy. The faculty believes that humans are a composite of mind, body, and spirit, and that health is a state of internal and external homeostasis existing on a continuum throughout the life span. These beliefs are central to curriculum development and are the core of the conceptual model. The conceptual framework provides the foundation for instruction throughout the program. A conceptual model has been designed to explicate the components of the conceptual framework.

Curriculum threads are specific concepts that are integrated throughout the curriculum to strengthen the student's development. They reflect areas of increased knowledge, skills, and attitudes of students as they progress in the program. These threads create cohesive learning experiences. The threads integrated in VNSG 1219 include:

1. Communication skills.
2. Caring behavior.
3. Health care settings.
4. Roles of the vocational nurse.
5. Professional values.
6. Critical thinking/Nursing process.

#### **V. COURSE OBJECTIVES**

Underlined phrases indicate the threads present in this course.

Upon completion of VNSG 1219, the student will be able to:

- A. Describe the roles of the licensed vocational nurse in multi-disciplinary settings inclusive of the basic principles of leadership and management.
- B. Summarize the basic principles of leadership and management as they relate to the vocational nurse.
- C. Examine the steps of the ethical decision making process.
- D. Compare and contrast employment opportunities.
- E. Present plans to be used in the employment process, including the development of an individualized resume.
- F. Examine the concept of "delegation" as it applies to the role of the licensed vocational nurse.
- G. Summarize legal issues applicable to licensure and practice.
- H. Complete application process for licensure and the NCLEX-PN.

- I. Discuss the role of professional organizations and regulatory agencies on the development of vocational nursing.
- J. Identify criteria and appropriate resources for continuing education.
- K. Demonstrate mastery of vocational nursing content through satisfactory scores on HESI exit exam.
- L. Develop communication skills for more effective working relationships within the healthcare team.
- M. Discuss the use of the critical thinking process in relation to decision making and problem solving.
- N. Explain the advocacy role of the nurse as it pertains to professional values and how it exemplifies caring behavior.

**VI. PROGRAM STUDENT LEARNING OUTCOMES:** Upon completion of the Certificate in Vocational Nursing program, the student will be able to:

- 1. Practice within the nurse's legal scope of practice, in accordance with policies and procedures of the practice setting while demonstrating responsibility for continued competence, reflection, self-analysis and self care.
- 2. Demonstrate responsibility and accountability for the quality of nursing care provided to patients and their families
- 3. Contribute to activities that promote the development and practice of vocational nursing
- 4. Use clinical reasoning in the nursing process, and established evidence-based policies as the basis for decision making in nursing practice
- 5. Demonstrate ability to determine the physical and mental health status, needs and preferences of culturally, ethnically and socially diverse patients and their families based on interpretation of health related data
- 6. Report data to assist in the identification of problems and formulations of goals/outcomes and patient centered plans of care in collaboration with patients, their family and the interdisciplinary healthcare team and report alterations in responses to therapeutic interventions in comparison to expected outcomes
- 7. Provide safe, compassionate, basic nursing care within legal, ethical and regulatory parameters and in consideration of patient factors, to assigned patients with predictable health care needs through a supervised, directed scope of practice
- 8. Implement teaching plans for patients and their families with common health problems and well defined health learning needs while coordinating human, information and material resources in a cost effective manner
- 9. Demonstrate knowledge of the Texas Nursing Practice Act and Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards and comply with all mandatory reporting requirements
- 10. Implement measures, goals and outcomes to promote quality and a safe environment that reduces risks for patients, self and others

11. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices
12. Accept and make assignments that take into consideration patient safety and organizational policy
13. Communicate and collaborate with patients, their families and the interdisciplinary health care team in a timely manner to assist in the planning, delivery and coordination of patient centered care to assigned patients in a way that promotes optimal health.
14. Participate as an advocate in activities that focus on improving health care for patient and their families and identify patient needs for referral to resource that facilitate continuity of care and ensure confidentiality
15. Communicate patient data using technology to support decision making to improve patient care
16. Assign and supervise nursing care to LVNs or unlicensed personnel for whom the nurse is responsible based on analysis of patient or unit needs

## **VII. COURSE EVALUATION: TESTING AND GRADING POLICIES**

### **A. Bloom's Taxonomy**

Faculty use Bloom's Taxonomy of Educational Objectives as a tool to define the thinking skills instructor expect from students and for helping to establish congruence between the learning objectives and the exam questions asked.

The cognitive domain of Bloom's Taxonomy involves knowledge and the development of intellectual skills. There are six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation; they start from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

The practice of vocational nursing requires the application of all levels of cognitive ability. Exam questions are written utilizing Bloom's Taxonomy at increasingly complex levels. Module objectives and the corresponding exam questions for Level I will reflect knowledge, comprehension and application of information, concepts, and principles relevant to the course. The ability to recall the information is important, however, exam questions will assess more than the ability to memorize information. In Level II, the majority of the questions will be at the comprehension and application level. In Level III and IV the majority of exam questions are written at application, analysis or higher levels.

This progression is congruent with the level of questions asked by the NCLEX-PN and the competencies required by the entry level vocational nurse.

### **NCLEX-PN TEST PLAN**

All candidates for licensure are required to meet set requirements that include passing an examination that measures the competencies needed to perform safely and effectively as a

newly licensed, entry level vocational nurse. That exam is the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN). In addition, licensure candidates in Texas are required to pass a jurisprudence examination to obtain licensure.

The NCLEX Test Plan provides a concise summary of the content and scope of the licensing examination. The Vocational Nursing program uses the test plan as a guide to exam development. The VNG program exams are developed to mirror the test plan and consist of items that use Bloom's taxonomy for the cognitive domain as a basis for writing items.

The content of the NCLEX Test Plan is organized into four major Patient Needs categories. Two of the four categories are further divided into a total of six subcategories:

### **Safe and Effective Care Environment**

1. Coordinated Care
2. Safety and Infection Control

### **Health Promotion and Maintenance**

### **Psychosocial Integrity**

### **Physiological Integrity**

3. Basic Care and Comfort
4. Pharmacological Therapies
5. Reduction of Risk Potential
6. Physiological Adaptation

Faculty will provide more information about the test plan and cognitive levels during the class orientation. For more detailed information, visit the National Council of State Boards of Nursing at <https://www.ncsbn.org/1287.htm>

There will be some on-line assignments and discussions. These assignments and discussions correspond to the module or topic assigned and are designed to provide an opportunity for the student to apply the theory. Due dates for these assignments will be posted in the assignment section of Blackboard.

Students may be required to turn in these assignments using the Online Blackboard Course system. The course will be accessible to any computer with internet access, so a student does not need to own a computer.

Students will be tested from module objectives. Questions may be true/false, matching, multiple choice, short answer or essay questions.

The final examination may be made up ONLY at the discretion of the faculty teaching the course, based on extreme, extraordinary circumstances.

Students are expected to complete the examination in the allocated time frame unless the student has special needs, which have been communicated to the VNG faculty by the Office of Students with Disabilities. A test plan is provided at the beginning of the semester; the number of test items may vary across levels. Faculty will communicate time limits for the exams before the students begin each exam. The VNG faculty adopted the following general guideline related to time allotments for exam items: 1.36 minutes per item (this mirrors the time allotted by the NCSBN for the NCLEX-PN).

Test Review: A time for students to review the results of exams will be provided on the schedule and/or students can see their results by making an appointment with their faculty advisor or one of the level faculty. Students are not allowed to copy test questions during the test review; this would be considered a form of academic dishonesty. If a student feels their answer to a test question should be considered as an acceptable answer, he/she must go to their faculty advisor, and there, will be able to submit a written request for an item review. The written request along with supportive documentation must be submitted to the instructor within one week after the scheduled test review. It is up to the discretion of the instructor whether or not the student receives credit for the test item. Only the student who submits the written request will receive credit for the test item if the instructor decides to do so.

Participation in classroom discussion and online discussion are important factors in student success.

The ethics paper will be done in learning groups of 3-4 students. Students may select the groups; that group membership will be communicated to the instructor in written format. Group membership cannot change once the group has been presented to the instructor. The grade received on the ethics paper will be based on adherence to written guidelines and participation in the group. Each group member will provide confidential, written evaluation of participation of other group members.

## **B. EXAMINATION AND GRADING POINTS**

<b>Projects</b>	<b>30%</b>
Ethics paper (15%)	
Employment project (15%)	
<b>Assignments</b>	<b>20%</b>
Legal module (10%)	
Beginning a career module (10%)	
<b>Exams</b>	<b>50%</b>
Module 3 exam (40 items) (15%)	
HESI (10%)	
Final exam (50 items) (25%)	

C. In calculation of final course grades, the final average will be rounded up if 0.5 or above and rounded down if below 0.5.

Scholastic ratings are determined by the student’s performance in the theoretical and clinical components of the curriculum. To maintain satisfactory standing in the Vocational Nursing program, a student must maintain a “C” (77%) or higher in each theory course, and must be rated satisfactory in each clinical rotation and course.

The minimum acceptable passing grade in each nursing theory course is a “C” (77%). A score of less than “C” (77%) in a course results in failure for the course and failure to progress.

**Grading Scale:**

A = 100 - 91

B = 90 - 83

C = 82 - 77

D= 76-70

F= 69 and below

The following grading system is observed in the Vocational Nursing program:

Letter Grade	Interpretation	Numerical Grade
A	Excellent	100 – 91
B	Good	90 – 83
C	Satisfactory	82 – 77
D	Unable to Progress	76-70
F	Failing	69 and below
I**	Incomplete	not computed
W	Withdrew	not computed
**An “I” grade may be given to students who are progressing satisfactorily toward completion of course objectives but are unable to fulfill all course requirements because of extenuating circumstances.		

A grade of “I” cannot be carried beyond the date in the following semester established by the College. The Department Chair will approve a change from “I” to a performance grade (A, B, C, D, F) for the course prior to the deadline.

## IX. COURSE POLICIES

A. Attendance: Nursing is a practice discipline. Attendance at scheduled classroom, clinical, and laboratory experiences reflects accountability and is required for professional growth. Students must be present in order to meet the learning objectives of the classroom, clinical, or laboratory experience. Students are responsible for obtaining material/information when absent from class. The attendance policy is printed in the VNG student handbook. **Students not present when attendance is taken will be marked absent.**

### B. Withdrawal, Incompletes, Academic Freedom and Student Discipline (See VNG Student Handbook)

**Adding, Dropping, or Withdrawing from a Course** Adding, dropping, or withdrawing from a course may affect financial aid, veterans' benefits, international student status, or academic standing. See an advisor, counselor, or your instructor before making changes.

**Adding or dropping a course (schedule changes):** Students may add or drop a course before open registration ends or during the session's official schedule change (add/drops) period. See the course schedule for information on add/drops procedures, deadlines, and tuition refunds.

**Withdrawing from a course:** It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course. Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course. Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

**Per state law,** students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

**Incompletes:** An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be

carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

**Scholastic Dishonesty:** Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz; plagiarizing; and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests; quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework. Students engaging in scholastic dishonesty will be withdrawn from the Vocational Nursing Program and not be eligible for readmission to the Vocational Nursing Program. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

**Academic Freedom:** Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance the class and create an atmosphere where students and instructors alike will be encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs or ideas expressed in class or assignments. Rather, we will respect the views of others when expressed in classroom discussions.

**Statement on Students with Disabilities:** Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of each semester. Students who have received approval for accommodations from OSD for this course must provide the instructor with the 'Notice of Approved Accommodations' from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student. Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations. Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

**Safety Statement:** Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the

Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>. Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities. You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

**Use of ACC email:** All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

**Student and Instructional Services:** ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/support/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>. ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>.

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

- J. **Classroom Expectations:** As adult learners in the community college experience, several classroom expectations exist. These foster respect and professionalism.
1. Please arrive for class before the start time. The doors will be closed at the start of class. Interruptions are not helpful to the learning environment; therefore, if you arrive after the start time and the door is closed, please wait outside the room quietly and enter only at the next break.
  2. Food/drink in the classrooms is prohibited by ACC policy. Please do not bring open containers of food/drink into the classroom.
  3. Please be respectful of your classmates by listening to/participating in the classroom topic and not chattering or whispering during class time.

4. Breaks will be given routinely. To facilitate a positive learning environment for all students and for providing for the safety of patients, the following policies related to computers and electronic communication devices will be enforced.
7. Cell phones are to be turned off/on silent in the class or clinical setting.
8. No texting during class time or clinical.
9. No phone calls made or answered during class or clinical time, except during approved break times.
10. Smart phones/PDA's may be used in the clinical setting for patient related activities only.
11. Laptops are to be used only for taking notes or accessing websites when directed by faculty. No "surfing" the Internet allowed during class.

Failure to adhere to these policies will result in the initiation of the progressive discipline policy and could result in withdrawal from the program. Cell phones, PDAs, and other electronic devices at the computer during an exam are considered academic dishonesty.

#### **X. ENTRY BEHAVIORS**

Successful completion of VNSG 1510 and VNSG 2462.

#### **XI. ENROUTE BEHAVIORS**

See syllabus for specific behavioral objectives in each module.

#### **XII. EXIT BEHAVIORS**

Students must complete the behavioral objectives and meet the grading criteria with a grade of 77% or greater.

#### **XIII. HOW TO REACH FACULTY**

Faculty Name:

Office:

Phone:

Email:

Arranging conferences/appointments:

**AUSTIN COMMUNITY COLLEGE**  
**Vocational Nursing**  
**VNSG 1219**

**Ethical Dilemma Description**

Date: \_\_\_\_\_

Group Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Brief description of ethical dilemma:

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\_\_\_\_\_

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\_\_\_\_\_

Faculty Comments/Approval:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Austin Community College  
Vocational Nursing Program  
VNSG 1219 Ethical Dilemma Paper**

The Ethical Dilemma paper will be done in small groups, the Learning Teams, consisting of 4-5 students. This Learning Team project is to reflect equal participation by each group member. Learning Team members will provide the instructor with a confidential rating of each group member on individual effort contributed to the project. This rating will be 25% of the project grade. In other words, 75 points of this paper may be earned by the quality of the paper itself and 25 points will be available to each member who participated fully in the preparation. **Due Date: TBA. No late papers will be accepted. Paper must be electronically submitted as an attachment and as a hard copy.**

**Evaluation Value: 15% of Course Grade:**

1. Establish Learning Teams.
2. Select a nursing/health care problem that poses a **nursing** ethical dilemma.
3. Get this problem/dilemma approved by course instructor prior to beginning paper. **Due Date: TBA**
4. Submit a minimum of 5 typed pages with a minimum of five references. Try to limit your paper to 10 pages.
  - a. APA format required for the entire paper including references.
  - b. Correct grammar and spelling is critical.
5. Follow steps to ethical decision making outlined in grading criteria.
6. Group presentation of paper to class, Allotted time for presentation TBA.

**Grading Criteria and Points:**

Maximum Points Available	Point Awarded	Criteria
10		<ol style="list-style-type: none"> <li>1. Identify the nursing/health situation or problem.</li> <li>2. Identify the ethical dilemma.</li> </ol>
5		<ol style="list-style-type: none"> <li>3. State who is involved in making the decision (i.e. nurse, doctor, patient, patient's family).</li> </ol>
5		<ol style="list-style-type: none"> <li>4. Discuss your role as an LVN, as part of the team, solving the</li> </ol>

Maximum Points Available	Point Awarded	Criteria
		dilemma.
5		5. Define the ethical principles applicable to the dilemma.
10		6. Discuss the dilemma problem solving and decision making process.
10		7. Describe the long and short term consequences of each alternative solution of decision. A. Long Term B. Short Term
10		8. Weigh all these possible solutions and consequences of the various solutions/decisions. Select the solution/decision you feel would be best and state on what basis you made this decision. Example: What ethical principles were involved?
10		9. Correct grammar, spelling and APA format.
10		10. A total of 2 points will be awarded for each of your references. (1 point for the reference; APA format) (1 point each if the reference quotation is correctly noted in the text.) 5 references required (2 of these from Internet sources)
25		11. Group Participation/Presentation <ul style="list-style-type: none"> <li>• Peer Evaluation</li> <li>• Participate in group presentation</li> <li>• Presentation done in allotted time</li> </ul>

**Total 100 pts.**

Web sites to assist with APA formatting:

<http://library.austincc.edu/help/APA/>

<http://www.apastyle.org/elecref.html>

<http://www.wooster.edu/psychology/apa-crib.html>

## Ethical Project Peer Evaluation

The use of a peer evaluation form ensures that group members' evaluations of other group members are considered in each individual's grade.

In completing this form, do not identify yourself in any way. In the spaces below, list the names of each member of your learning team, including yourself. Then use the following scale to rate how effectively each member of the group, including yourself, contributed to the project assigned in this course. Using the following scale, circle a number between one and five beside each question.

1-Never 2-Rarely 3-Sometimes 4-Usually 5-Always

Name: _____ 1 2 3 4 5 I was satisfied with the quality of their work.  1 2 3 4 5 I was satisfied with the quantity of their work.  1 2 3 4 5 They attended all group meetings.  1 2 3 4 5 They did their share of the work and contributed equally.  1 2 3 4 5 They showed respect for all group members and used good group processing skills.  Total _____	Name: _____ 1 2 3 4 5 I was satisfied with the quality of their work.  1 2 3 4 5 I was satisfied with the quantity of their work.  1 2 3 4 5 They attended all group meetings.  1 2 3 4 5 They did their share of the work and contributed equally.  1 2 3 4 5 They showed respect for all group members and used good group processing skills.  Total _____
Name: _____ 1 2 3 4 5 I was satisfied with the quality of their work.  1 2 3 4 5 I was satisfied with the quantity of their work.  1 2 3 4 5 They attended all group meetings.  1 2 3 4 5 They did their share of the work and contributed equally.  1 2 3 4 5 They showed respect for all group members and used good group processing skills.  Total _____	Name: _____ 1 2 3 4 5 I was satisfied with the quality of their work.  1 2 3 4 5 I was satisfied with the quantity of their work.  1 2 3 4 5 They attended all group meetings.  1 2 3 4 5 They did their share of the work and contributed equally.  1 2 3 4 5 They showed respect for all group members and used good group processing skills.  Total _____