



**Columbia College**  
**Policies, Issues, Ethics and Professional Practices (PHIL275)**  
**Lecture 1**  
**Course Outline**

Semester Dates: February 10, 2025 to March 15, 2025

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to decide to be present at the rescheduled class.

Facilitator: Tiara Fernando

Email: [tirara.fernando@columbia.ca](mailto:tirara.fernando@columbia.ca)

Class Time: Thursdays 5:30PM to 9:30PM and Saturdays  
12:30PM to 4:30PM via Microsoft Teams

Room: Microsoft Teams Invite and  
PHIL275 Moodle Page

Credit: 3

Prerequisite: None

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This course focuses on becoming an ethical professional. To choose to enter a profession is to take on a distinct and important set of responsibilities. The course is designed to probe into and investigate legal, personal, and societal values, ethics, morals and ideologies that impact on being a professional. The student will learn how their personal ethics come into play in their success as a professional. The course will pose many ethical issues and dilemmas for the student to consider as they evolve into a professional.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Critically analyze professional ethics issues and resolve issues using ideas and techniques learned from this course.
- Apply, analyze, and evaluate the effectiveness of various theories of moral reasoning and behaviour in ethical situations.
- Develop a personal ethical model of professional-client relationship and evaluate it for suitability and appropriateness.
- Explore and determine a position on the ethical obligation of a professional in the protection of private information and the boundaries of confidentiality.
- Apply and critically analyze the principles of justice as they apply to an individual and to the professional's obligation to society.
- Explore the implications of conflict of interest in professional life.

**Course Format:**

This 45-hour remote learning course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online and asynchronous class discussions and take responsibility for your own learning. Be a positive and co-operative team member. The expectation is that you will come to each online class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the online setting classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our online classes will largely mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

**Required Textbooks and Equipment:**

Kiser, P. (2016). *The human services internship: getting the most from your experience* (pps.341-346). Boston, MA: Cengage Learning.

Rachels, J., & Rachels, S. (2023). *The Elements of Moral Philosophy*. New York, NY: McGraw Hill Ed.

Instructor handouts and Course Reading Package- available in Moodle.

**Recommended Readings and Resources:**

*Students may access Google Scholar.*

**Homework Assignment Due for the First Class:**

- Read this course outline and prepare to discuss in class.
- Read Chapters 1 & 2 in the textbook for this course.
- Read "*Black and White and Lots of Grey*" by Reamer (*All the additional readings are in Moodle*)
- As a result of your reading assignment, write down at least three questions that you would want clarified in class.
- Prepare for a test based on the assigned readings.

## Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 10	20%
Asynchronous Activities	Classes 2, 4, & 6	15%
Discussion Forums - Note deadlines and expectations	Class 1, 3, 5 & 7	20%
Reflection on Forums	Class 9	20%
Final Project • Case Study	Class 10	25%

**Please note that all homework and assignments are due at 11:59PM on the day of each due date (unless otherwise noted).**

## Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

**Please note that to pass this course you must earn at least a "B-" (a minimal pass).**

## Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form* (SSPP-F012) that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

**Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

**Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

**Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- keep up with day-to-day classroom and course expectations.

**Important Dates:****Description****Date**

Last to add/drop courses

5 school operating days from the start of the semester  
OR before the third scheduled class, whichever is  
greater

Last day to withdraw without academic  
penalty

50% or less of the semester has been completed

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Students with Temporary or Permanent Disabilities or Medical Conditions:**

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188)* and the *Student Guide to Accessibility Handbook (SSCM-001)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

## Class Schedule/Overview (On next page):

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check your Columbia College email daily for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class	Topics	Pre-Class Readings and Assignments
1	<ul style="list-style-type: none"> <li>Course overview</li> <li>What is Morality?</li> <li>The Challenge of Cultural Relativism</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 1 &amp; 2</li> <li><i>Black and White and Lots of Grey" by Reamer (located in Moodle)</i></li> <li>Ethical Standards for human services professionals (located in HSPD143/243 text pps.</li> <li><b>Moodle Discussion Forum Due end of day Class 1</b></li> </ul>
2	<ul style="list-style-type: none"> <li>Subjectivism in Ethics</li> <li>Does Morality Depend on Religion?</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 3 &amp; 4</li> <li>Todd Delmay Video available in Moodle</li> <li>Cultural Differences Playlist in Moodle- see instructions in Class 2.</li> <li><b>Asynchronous Activity #1</b></li> </ul>
3	<ul style="list-style-type: none"> <li>Ethical Egoism</li> <li>Social Contract Theory</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 5 &amp; 6</li> <li>Child and Youth Care Association Code of Ethics- link available in Moodle</li> <li><b>Moodle Discussion Forum Due end of day Class 3</b></li> </ul>
4	<ul style="list-style-type: none"> <li>The Utilitarianism Approach</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7</li> <li>See Moodle for links to additional required readings/media</li> <li><b>Asynchronous Activity #2</b></li> </ul>
5	<ul style="list-style-type: none"> <li>The Debate Over Utilitarianism</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8</li> <li><i>CASW Code of ethics</i> (located in Moodle)</li> <li>See Moodle for links to additional required readings/media</li> <li><b>Moodle Discussion Forum Due end of day Class 5</b></li> </ul>
6	<ul style="list-style-type: none"> <li>Are there Absolute Moral Rules?</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9</li> <li>See Moodle for links to additional required readings/media</li> <li><b>Asynchronous Activity #3</b></li> </ul>
7	<ul style="list-style-type: none"> <li>Kant and Respect for Person</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10</li> <li>See Moodle for links to additional required readings/media</li> <li><b>Moodle Discussion Forum Due end of day Class 7</b></li> </ul>
8	<ul style="list-style-type: none"> <li>Feminism and the Ethics of Care</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11</li> <li>See Moodle for links to additional required readings/media</li> </ul>
9	<ul style="list-style-type: none"> <li>Virtue Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 12</li> <li>See Moodle for links to additional required readings/media</li> <li><b>Forum Reflection due via Flip App in Teams</b></li> </ul>
10	<ul style="list-style-type: none"> <li>What Would a Satisfactory Moral Theory Look Like?</li> <li><i>Class Evaluation</i></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13</li> <li>See Moodle for links to additional required readings/media</li> <li><b>Final Project due</b></li> </ul>

**Please note:**  
**Students must complete all assignments, tests, and final projects in order to pass this course.**

**Appendix 1**  
**Assignment**  
**Outlines**

**Daily Tests**

**Due Date: Each class from classes 1 through 10**

**Weight: 20%**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

- All tests are available the PHIL275 Moodle page from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will be a 30-minute time limit (unless otherwise stated).
- There is one attempt per test.

**Asynchronous Activities**

**Due Date: Classes 2, 4, 6**

**Weight: 15%**

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:

- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

**Assignment #1 Part A**

**Discussion Forum**

**Due Date: Pre-Class from 1, 3, 5 & 7**

**Weight: 20%**

Each student will be required to participate in online discussion forum questions throughout the course. These discussion forums questions will be accessed from the PHIL275 Moodle website. The facilitator will post questions relating to the next class topic for discussion.

Each student will be required to provide at least one (1) post related to the topic. Each student will be required to respond to at least one (1) peer's post in an academic tone/fashion.

Responses must be at least **250 words** to receive a grade. Students will be evaluated according to the "**Discussion Forum Rubric** attached.

**How to avoid plagiarism:** The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 style- see your ENG110 text for support.

**Assignment #1 Part B**  
**Reflection of Discussion Forums**  
**Weight 10%**  
**Due: Class 9**

Each student is responsible for submitting a video response to their learning journey throughout the course. This response is based on not only the student's personal forum responses but also incorporate, in a scholarly and respectful manner, a few peer responses/reflections that were made in Moodle Forums.

Things to consider:

- What did you learn about yourself- professionally and personally?
- What did you learn from other's responses?
- How has this exercise and the topics expanded your perspective on ethics and professionalism? Be specific in your response.

The response will be completed via Microsoft's Flip App in Teams assignment box, and the time limit will be a minimum of 3 minutes (4 minutes' maximum). Be mindful that all responses fall under the *Columbia College's Student Code of Conduct*.

**Final Project**  
**Due Date: Class 10**  
**Weight: 25%**

Please choose **one** of the following case studies (on the next page) and examine the following components:

**Case Study #1:**

The patient Mr. Green is a 57-year-old gentleman with aggressive prostate cancer who is being taken care of by the nursing team in the oncology department of a general hospital in Calgary, Canada. Mr. Green was diagnosed with prostate cancer seven years ago but refused medical and surgical treatment at the time. He chose to seek alternative treatment and did not follow up with the urologist over that seven-year period. Mr. Green has now presented with anemia and hypoproteinemia. After several diagnostic tests over a period, it was discovered that the cancer had metastasized to his bones. It had spread locally to his lymph nodes and the primary tumor was invading the bladder and partially obstructing the left kidney.

Mr. Green had several admissions over a two-month period for various reasons. On the last admission Mr. Green was told that he may only have 4–6 weeks (previously it was 6–12 months) to live after a cystoscopy showed further extensive growth of the tumor. It was determined that any further surgical/medical intervention would not be appropriate in this case and that a palliative care regimen was the next step. At this point the patient reported to the health care team that he had resigned himself to the fact that he was going to die. Mr. Green pulled one of the author's colleagues aside and confided to the nurse that he planned to kill himself and that is was a secret that the nurse was not to tell anyone.

**Case Study #2:**

Barry was working at a day treatment center for developmentally disabled adults. One afternoon when everyone was playing basketball, another worker became frustrated with the low level of one of the clients and very forcefully threw the ball, hitting the client in the face and causing a very bad bruise. Barry, disturbed by the incident, went to his supervisor to discuss his concern. The supervisor was supportive. Barry, however, did not see a change in his colleague's behavior and again approached his boss. This time the supervisor said that these people had accidents all the time and that it would be better if he just did his job and went about his business.

Barry had several questions in his mind. He was not sure what should be considered excessive force in this situation. What rights did the adults have? He felt this situation was wrong, but just wasn't sure what to do. He didn't take any further steps.

**Task:**



As a human services worker, what would be the most ethical decision on your case? Please explain your answer using decision making model tree you learned from this course. You are required to complete this project based on the content of classroom learning and assigned text and readings.

1. Identify at least one (1) ethical issue for the client in this scenario.
2. Identify who is affected in this case. Explain.
3. Identify at least two (2) risks and two (2) benefits for each party involved.
4. Who would you consult with on this case?
5. What action would you take in this case?
6. What informs your resolution (source of your approach)?
7. How would you monitor the result of your decision?

### **Writing Assignment Expectations:**

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment will be double-spaced. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. Referencing must conform to the APA style outlined in your ENGL110-1 text. Students will be evaluated according to the attached rubric: **Case Study Analysis Rubric.**
- **How to avoid plagiarism:** The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style- see your ENG110 text for support

## Appendix 2 Assignment Rubric Columbia College Case Study Analysis

Area	5	4	3	2	0
<b>Identification of main issue/problem /key ideas</b>	<ul style="list-style-type: none"> <li>Clearly identifies the main issue/problem and summary of key ideas. Provides a clear position statement.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identifies the main issue/problem and summary of most key ideas.</li> <li>Provides a relatively clear position statement.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the main/problem and some key ideas, but the statements are not clear.</li> <li>Provides a vague position statement.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to identify the main issue/problem and key ideas.</li> <li>Identifies some irrelevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't identify own position.</li> </ul>
<b>Quality of analysis and interpretation</b>	<ul style="list-style-type: none"> <li>Provides a comprehensive, insightful analysis and interpretation of the issue.</li> <li>Draws clear conclusions and identifies implications.</li> <li>Demonstrates excellent problem-solving skills.</li> <li>Supports main ideas with a range of varied, timely and relevant references.</li> </ul>	<ul style="list-style-type: none"> <li>Provides very good analysis and interpretation of the issue.</li> <li>Draws most conclusions and identifies most implications.</li> <li>Identifies original and effective problem-solving skills.</li> <li>Uses relevant, timely and varied sources to convince.</li> </ul>	<ul style="list-style-type: none"> <li>Provides partial analysis and interpretation. Issue needs further exploration.</li> <li>Draws a few conclusions and identifies some implications.</li> <li>Provides some solution/strategies, showing limited problem-solving skills.</li> <li>Uses limited resources that are not well selected to support the response.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and interpretation is limited.</li> <li>Lacks fundamental resources to write an effective response.</li> <li>Inadequate reference support.</li> </ul>	<ul style="list-style-type: none"> <li>Conclusions and implications of the issue are missing.</li> <li>Unable to provide solution/strategies. Lacks problem solving skills.</li> </ul>
<b>Mechanics, Grammar, Professional Format APA7</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Meets all requirements for an excellent response.</li> <li>Meets all case study written requirements.</li> <li>Uses APA citation correctly where applicable for referencing sources</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Meets most requirements for a well written response.</li> <li>Meets most case study written requirements.</li> <li>Generally, uses APA citation correctly where applicable for referencing sources.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with meaning.</li> <li>Meets a few requirements of an acceptable response.</li> <li>Meets a few case study written requirements.</li> <li>Uses APA citation inconsistently and with errors when sources are used.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper</li> <li>Does not adequately meet any case study written requirements.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet requirements for an acceptable response.</li> <li>No APA present.</li> </ul>

**Columbia College  
Discussion Forum Rubric**

Area	3	2	1	0
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Rich in content, thoughtful, reflective, insightful; shows careful analysis</li> </ul>	<ul style="list-style-type: none"> <li>Substantial information, thoughtful, insightful; analysis has taken place.</li> </ul>	<ul style="list-style-type: none"> <li>Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Basic information, no analysis or insight demonstrated.</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>Clear connections made to previous or current information; creates relevancy in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Some connections are made to previous or current information; generally, needs more depth and/or detail.</li> </ul>	<ul style="list-style-type: none"> <li>Limited connections, vague generalities.</li> </ul>	<ul style="list-style-type: none"> <li>No connections made to previous or current information.</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>New ideas are presented with good depth and detail.</li> </ul>	<ul style="list-style-type: none"> <li>Some new ideas are presented. Depth and details are satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Few, if any, new ideas are presented. Depth and details are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>No new ideas presented. No depth or details.</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>All required postings are on time for others to read and respond.</li> </ul>	<ul style="list-style-type: none"> <li>Most postings are on time for others to read and respond.</li> </ul>	<ul style="list-style-type: none"> <li>Postings are rarely on time or last minute without allowing for response time.</li> </ul>	<ul style="list-style-type: none"> <li>Some, or all, required postings are missing.</li> </ul>
<b>Stylistics</b>	<ul style="list-style-type: none"> <li>No grammatical or stylistic errors.</li> </ul>	<ul style="list-style-type: none"> <li>Several grammatical or stylistic errors.</li> </ul>	<ul style="list-style-type: none"> <li>Obvious grammatical or stylistic errors; errors interfere with content.</li> </ul>	<ul style="list-style-type: none"> <li>Obvious grammatical or stylistic errors. Makes understanding impossible.</li> </ul>
<b>APA 7 Formatting</b>	<ul style="list-style-type: none"> <li>Accurately uses APA 7th edition formatting for citations and references.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses APA 7th edition formatting correctly, with minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Uses APA 7th edition formatting but with several errors.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use APA 7th edition formatting correctly.</li> </ul>
<b>Responding to Peers</b>	<ul style="list-style-type: none"> <li>Response is relevant to the course material and expands on at least two peer's response in a respectful manner</li> </ul>			<ul style="list-style-type: none"> <li>Did not respond to peers</li> </ul>

**Total Score out of 18:**

**Facilitator/Evaluator's Comments:**

**Columbia College**  
**Flip Reflective Rubric**  
 Last Revised: March 2022

Area	10	8	6	4	2-0
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>Reflection reveals a thorough insight of the subject matter.</li> <li>Uses specific and convincing examples to support reflective statements.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals insight into the subject matter.</li> <li>Uses well-chosen examples to support reflective statements.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection reveals a basic understanding of the subject matter with an effort at reflection.</li> <li>Uses some examples to support ideas on the subject matter and reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is limited.</li> <li>Produces some basic understanding of the subject matter.</li> <li>Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process</li> </ul>	<ul style="list-style-type: none"> <li>Little to no reflection is present.</li> <li>Uses few to no examples.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Rich in content, thoughtful, reflective, insightful; shows careful analysis</li> </ul>	<ul style="list-style-type: none"> <li>Substantial information, thoughtful, insightful; analysis has taken place.</li> </ul>	<ul style="list-style-type: none"> <li>Information is thin and covers the surface of the topic. Lacks enough evidence of critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Information is void of critical dialogue and is repeating course provided material</li> </ul>	<ul style="list-style-type: none"> <li>Basic information, no analysis or insight demonstrated</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>Clear connections made to previous or current information; creates relevancy in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Some connections are made to previous or current information; generally, needs more depth and/or detail.</li> </ul>	<ul style="list-style-type: none"> <li>Limited connections, vague generalities.</li> </ul>	<ul style="list-style-type: none"> <li>Connections are noticeably absent to content and task</li> </ul>	<ul style="list-style-type: none"> <li>No connections made to previous or current information.</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>New ideas are presented with good depth and detail.</li> </ul>	<ul style="list-style-type: none"> <li>Some new ideas are presented.</li> <li>Depth and details are satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>An attempt at introducing new ideas is presented.</li> <li>Depth and details are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Few, if any, new ideas are presented.</li> <li>Depth and details are absent.</li> </ul>	<ul style="list-style-type: none"> <li>No new ideas presented.</li> <li>No depth or details.</li> </ul>

**Total Score out of 40:**  
**Facilitator/Evaluator's Comments**

**Columbia College**  
**Asynchronous Activity Rubric**

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Good (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Poor (1)</b>
<b>Understanding</b>	Demonstrates a thorough understanding of the assignment.	Demonstrates a good understanding of the assignment.	Demonstrates a basic understanding of the assignment.	Demonstrates limited understanding of the assignment.	Demonstrates little to no understanding of the assignment.
<b>Completeness</b>	All parts of the assignment are completed thoroughly.	Most parts of the assignment are completed thoroughly.	Some parts of the assignment are completed thoroughly.	Few parts of the assignment are completed thoroughly.	Very few parts of the assignment are completed thoroughly.
<b>Accuracy</b>	All information is accurate and relevant.	Most information is accurate and relevant.	Some information is accurate and relevant.	Little information is accurate and relevant.	Information is mostly inaccurate and irrelevant.
<b>Presentation</b>	Work is well-organized, neat, and easy to read.	Work is mostly organized, neat, and easy to read.	Work is somewhat organized and readable.	Work is poorly organized and hard to read.	Work is disorganized and very hard to read.
<b>Timeliness</b>	Submitted on time or early.	Submitted slightly late.	Submitted late but within an acceptable range.	Submitted significantly late.	Not submitted or extremely late.

**Total Score: /25**