

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

Faculty of Health School of Kinesiology and Health Science

Course: KINE 4226 3.0 M – Principles of Neurorehabilitation

Course webpage: eClass

Term: Winter 2023

Prerequisite/Co-requisite: HH/KINE 3020 3.0 – Skilled Performance and Motor Learning

Course Director

Dr. George Mochizuki

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Office hours: Wednesdays from 10-11:00am OR contact through email to schedule an office meeting or Zoom call at a different time.

Teaching Assistant

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Time and Location

Lectures: Tuesdays – 11:30 – 1:00pm – DB1005 (Dahdaleh Building)

Thursdays – 11:30 – 1:00pm – ACW 204 (Accolade West)

Experiential Education Activity: asynchronous online/in person activity (TBD) – see schedule below

***remote/in-person delivery will follow the University's directives based on public health guidelines. If there is a need to return to online learning, a Zoom link will be created for this course and be made available on eClass**

HEALTH AND SAFETY

For in-person learning, all university community members must comply with York's health and safety protocols, found on the [Better Together](#) website. All are encouraged to:

- wear masks while indoors on campus;
- self-screen using the [YU Screen](#) tool prior to coming to campus for any in-person activities; and
- **NOT** attend in-person activities at any of York's campuses/locations if feeling unwell or if you answer yes to any of the screening questions.

All members of the York community share in the responsibility of keeping others safe on campus and ensuring respectful interactions with one another.

Please Take Care of You and Each Other:

We continue to deal with the impact of COVID-19 and its far-reaching consequences. Please be kind to yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://yubettertogether.info.yorku.ca>

<https://yorkinternational.yorku.ca/>

Technical requirements

The primary platform that will be used in this course is eClass. Students will be able to interact with the course materials, the Course Director, TA, and one another. Please review the syllabus to determine how the class meets (in whole or in part) and how office hours and other interactions will be conducted. The content of this course will be delivered in-person. In the event that the University returns to remote learning, we will continue to meet synchronously on Zoom.

If classes are held over Zoom, students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found here: <https://lthelp.yorku.ca/95440-student-faq>

Useful links describing computing information, resources and help for students:

<u>Student Guide to eClass/Moodle</u>	https://lthelp.yorku.ca/student-guide-to-moodle
<u>Computing for Students Website</u>	https://student.computing.yorku.ca/
<u>Student Guide to eLearning at York University</u>	http://elearning-guide.apps01.yorku.ca/
<u>Learning Skills Services</u>	https://lss.info.yorku.ca/online-learning/
<u>Zoom@YorkU User Reference Guide</u>	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
<u>Zoom@YorkU Best Practices</u>	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Course Description

This course examines principles and clinical best practices for implementation of neurorehabilitation strategies following neurologic injury. Students will be introduced to processes of neuroplasticity and repair and the use of assistive technologies to facilitate neurorehabilitation interventions for upper and lower limb motor deficits. Students will be exposed to current models and views on the organization and scope of the field of neurorehabilitation. In addition, the course will provide students an opportunity to appreciate the consequences of neurologic injury on typical motor function and how motor learning principles and neuroplastic processes can be used to remediate function.

An important component of this course is engagement and interaction with clinicians (physicians or therapists) and/or researchers in the field of neurorehabilitation currently working in hospitals or private clinics, as well as interaction with individuals with neurologic injury. This engagement will enable students to directly interact with neurorehabilitation practitioners and patients in the community to understand the benefits, challenges, and impact of neurorehabilitation services. Interviews, discussion, and reflection with these individuals will contribute to a broader understanding of the principles of neurorehabilitation. In addition, students will have an opportunity to apply and synthesize the knowledge gained through in-class content and the Experiential Education activity by working through and reporting on relevant case studies.

Learning Objectives

The purpose of this course is to:

- introduce students to current theoretical models for classifying disability in the context of neurorehabilitation.
- provide students an opportunity to recognize the consequences of neurologic injury on typical motor function and how motor learning principles and neuroplastic processes are used to remediate function.
- enable direct student engagement and interaction with neurorehabilitation practitioners and patients in the community to develop awareness of the benefits, challenges, and impact of neurorehabilitation services.

- develop skill in applying and synthesizing knowledge gained from in-class and off-campus interactions to solve problems from a neurorehabilitation perspective in individual cases.

Learning Outcomes

By the end of this course, students will be able to:

- describe current theoretical models for classifying disability in the context of neurorehabilitation.
- apply knowledge of principles of motor learning and neuroplasticity to develop rehabilitation strategies in specific case studies.
- evaluate the utility, challenges, and impact of neurorehabilitation based on the perspectives of clinicians and their patients.
- describe historical and contemporary views on approaches for augmenting neurorehabilitation for upper and lower limb impairment.

Course Text/Readings

- Oxford Textbook of Neurorehabilitation, 2nd Ed. Volker Dietz and Nick Ward (editors). Oxford University Press, Oxford, UK. 2020. **ISBN:** 978-0-19-882495-4 (digital version available).
 - Pricing options: digital version (180 days of access) - \$80.00
 - Pricing options: print version - \$209.00
- **Supplemental reading:** Motor control: Translating Research into Clinical Practice, 4th Ed. Anne Shumway-Cook and Marjorie Woollacott. Wolters Kluwer/Lippincott, Williams & Wilkins, Baltimore, 2010. 3rd and 5th editions available On Reserve in the Steacie Science Library.

Content delivery and availability of lecture material

This course will take place in person, on campus according to the Registrar's Office posted schedule. Students are encouraged to attend lectures in person. Lecture notes will be made available for every class. These will be posted to eClass prior to the start of the scheduled lecture time. Lectures will also be recorded and posted to eClass; **however, in-class group activity discussions which link to course content and which develop skill in preparation for writing the midterm and final exam will not be included in the recordings.**

Lecture Schedule – Winter 2022

LECTURE / DATE	TOPICS	READINGS Dietz and Ward, 2 nd ed OR assigned papers
Week 1 (January 9)	T: Introduction to the course Th: WHO International Classification of Disability and models of disability in the context of neurorehabilitation	Assigned readings Chapter 1
Week 2 (January 16)	T: Neurorehabilitation approaches: a historical perspective Th: Neurorehabilitation approaches: a contemporary perspective	Assigned readings Assigned readings + Chapters 14, 16
Week 3 (January 23)	T: Neurologic Injury – stroke Th: Neurologic Injury – traumatic brain injury	Assigned readings + Chapter 4 Assigned readings + Chapter 30
Week 4 (January 30)	T: Neurologic Injury – multiple sclerosis Th: Neurologic Injury – spinal cord injury	Assigned readings Assigned readings
Week 5 (February 6)	T: Neuroplasticity Th: Neural repair	Chapters 12, 13, & 15 Chapters 12, 13, & 15
Week 6 (February 13)	T: Motor re-learning in neurorehabilitation Th: Midterm exam (Weeks 1-6) – in class	Chapter 7
Week 7 (February 20)	Reading week – no class	--
Week 8 (February 27)	T: Experiential education activity overview: expectations, professionalism, privacy/confidentiality/anonymity (in class) Th: Experiential learning activity (asynchronous)	Assigned readings and Interview Skills Module* --
Week 9 (March 6) Experiential learning reports/reflections due March 10	T: Experiential learning debrief/reflection time Th: Interdisciplinarity in neurorehabilitation	-- Chapter 2
Week 10 (March 13) March 18 – last date to drop without receiving a grade	T: Neurorehabilitation in the community T: Recovery vs compensation	Chapter 35 Assigned readings
Week 11 (March 20)	T: Music therapy in neurorehabilitation Th: Upper limb neurorehabilitation/technology	Chapter 31 Readings + Chapters 20, 33
Week 12 (March 27)	T: Lower limb neurorehabilitation/technology Th: No class – at conference	Readings + Chapters 18, 34 --
Week 13 (April 3) Case reports due April 7	T: Group presentations Th: Group presentations	-- --

***Completion of the Interview Skills Module is a requirement – you will not be permitted to participate in the Clinical Interview without first completing this module**

FINAL EXAM (cumulative) **during exam period**, date to be determined

EVALUATION

Final Grade

The final grade for the course will be based on the following items weighted as indicated:

- Weekly reflections 10%
- Experiential education activity group presentation 15%
- Experiential education activity group report/summary 10%
- Experiential education activity reflection statement (individual) 10%
- Mid-term examination 25%
- Case Study 30%

1. Weekly reflections: Reflective engagement with course material is one way of reinforcing content and concepts covered in the course in a flexible way that allows students to identify with the material that is most meaningful to them. Students will be required to submit a written reflection on lecture material, reading, discussion point, related point of interest, or some other relevant topic. Students may submit a reflection for content from **Weeks 2,3,4,5,10, or 11**. Students will submit 5 reflections each worth 2% of their final grade (10% total). To be clear, there are 6 weeks (12 lectures) worth of content to choose from. You only have to submit 5 reflections, but they have to be submitted by the end of the week during which the content was reviewed. The reflections can be up to 2 pages in length (double spaced, 2cm margins) with your name, title of the reflection and student ID at the top of the document.

Reflections will be due on Friday 11:59pm of the appropriate week (uploaded to eClass)

2. Experiential Learning Report and Reflection Statement: Students will work in groups (4-5 students per group, depending on class size) to engage with a community partner in a single off-campus meeting for an Experiential Education activity. For this activity, students will conduct a semi-structured interview with a clinician/researcher in the area of neurorehabilitation. The aim is to also engage in an interview/discussion with an individual undergoing neurorehabilitation or a research participant in a neurorehabilitation study. If the patient is unavailable, the Experiential Education activity will involve interacting with the clinical facilitator. If the in-person interview with the clinical facilitator is not feasible, a video call will be set up between students and the off-campus clinical facilitator. Current Public Health guidelines will be followed for these interactions.

This activity is meant to have the students understand personal perspectives on the impact and challenges of neurorehabilitation from a 'deliverer' and 'receiver' point of view. However, in situations where only the clinician is available (without the patient), it will still be possible for students to explore personal views on impact and challenges from the perspective of the clinician alone. The students in these groups will be able to achieve the same learning outcomes as those who may interact with both the patient and clinician. In either case, the input from the clinician is prioritized as they will serve as a model for the profession in which students may have an interest in pursuing.

The evaluative component of this activity will include a group presentation (15% of final grade) and group written report/summary of the interview that was conducted (10% of final grade) and an individual written reflection of the Experiential Learning activity (10% of final grade). The grading rubric for the presentation, written summary and reflection can be found at the end of this document.

Group presentations will take place during the last 2 sessions of the course. Your presentation will be 10minutes in duration and there will be 5 minutes of questions/discussion. The final schedule for presentations will be established later in the term. Your grade for the group presentation will be based on professor, TA, and class evaluation. The evaluation form will be posted closer to the presentation dates.

The interview summary (1 per group) should be no more than **10 pages** in length (left justify, double spaced, 12pt Times New Roman font, 2cm margins) with **1 extra page** for a title page (name, date of submission, student IDs).

The reflection should be no more than **5 pages** in length (left justify, double spaced, 12pt Times New Roman font, 2cm margins).

3. Midterm examination: There will be one midterm examination. The examination must be written at the date and time noted in the lecture schedule. Students must make themselves available to write the exam at the specified date and time.

The format of the exam will be short answer and essay style questions based on case studies presented in the exam. Students must apply the knowledge they have developed to answer questions related to the cases. On the specified date, all students will receive the exam at the same time and will be given a **1.5 hour window** to complete the exam. The midterm exam is worth **25% of the final grade**.

4. Case Study: One way to demonstrate learning is to apply course-specific knowledge to solve a problem described in a specific case or scenario. The application of in-class knowledge to real-world scenarios facilitates opportunities to translate knowledge into action, similar to what you will do when you transition into the workforce upon completion of your degree. For this exercise, students will work in the same groups of 4-5 students (depending on class size) as in the EE activity. As a group, students will develop the details of the case and will develop a question/problem based on the case that is to be addressed. Students will then provide a detailed description of how the problem is to be addressed, based on the relevant information that was taken into consideration to address the problem. As an example, if students describe a case about a 65-year-old man with stroke with a history of falls, students may task themselves with developing a neurorehabilitative approach for reducing fall risk. The problem-solving description may include pathophysiology of stroke (in contrast to an intact central nervous system), a description of the fall prevention program based on current knowledge and best practice, and a justification of the choice of intervention, all in the context of the details provided in the case. The grading rubric for this activity can be found at the end of this document.

The report (1 per group) should be no more than **10 pages** in length (left justify, double spaced, 12pt Times New Roman font, 2cm margins) with **1 extra page** for a title page (title, names, date of submission, student IDs) and **unlimited additional** pages for references (minimum of 15 appropriate references). Include a running header (top left) and page numbers (bottom right) on all pages. In-text referencing should follow AMA style.

Evaluation of the report will include 25% as graded by the Course Director using the attached rubric and 5% as determined by self- and peer-evaluation using the attached rubric (30% total).

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description, see the York University Undergraduate Calendar:

http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

An appeal against a grade assigned to an exam must be made in writing to the Course Director. The entire exam will be regarded by the Course Director. The result of an appeal may cause the grade to increase, decrease or remain the same.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the

assignment. Case studies and Interview Summaries/Reflections are to be submitted on eClass by 11:59pm EDT (or EST, as appropriate) on the date specified in the course schedule.

Lateness Penalty: Written assignments received later than the due date will be penalized one-half letter grade (1 grade point) per day that assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Director but will require supporting documentation (e.g., a doctor's letter).

RE-EVALUATION POLICY

During the term: Any requests for remarking of in-class tests must be received in writing by the course instructor within 7 days of the item's mark being posted. Note that your mark may be **raised, lowered, or confirmed**.

Re-appraisal of a final grade: Any requests for re-appraisal of a final mark must be received by the course instructor within 7 days of the final grade posting. Please note that your mark may be **raised, lowered, or confirmed**. For further details, go to: <http://gradstudies.yorku.ca/current-students/regulations/courses-grading/#reappraisals>.

MISSED TESTS

Only students with a legitimate reason for missing a class test, which is confirmed by official documentation*, may request accommodation from the Course Instructor. Written documentation should be submitted to the Course Director at the next meeting of the class. If an exam is missed, a make-up test will be scheduled at a mutually agreed upon date and time during the Final Exam period. If a student misses a test with no legitimate excuse, the student will receive a grade of zero for the missed test. Further extensions or accommodation will require students to submit a formal petition to the Faculty. In the case of a sudden emergency, contact the Course Director and/or TA as soon as possible. If the Course Director/TA cannot be reached by email, a message can be left on the Course Director's voicemail, which records the date and time of your call.

*Official Documentation - Documentation must be provided by a registered clinical psychologist, psychiatrist, or medical doctor indicating that you were indeed unable to attend on the specific date of the examination because of your specific problem.

IMPORTANT INFORMATION FOR STUDENTS

Academic Honesty and Integrity: York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (<https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Students are expected to review and familiarize themselves with the materials on the Academic Integrity website at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>.

Access/Disability: York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University. Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with

your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs. Additional information is available at the following websites:

Counselling & Disability Services - <https://counselling.students.yorku.ca/>

York Accessibility Hub - <http://accessibilityhub.info.yorku.ca/>

Religious Observance Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at: https://registrar.yorku.ca/pdf/exam_accommodation.pdf.

Student Conduct in Academic Situations: Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at: <https://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>.

Case Study Grading Rubric

Category	Scale
Background	<p>3=provides adequate introduction to the case and is within the scope of the course and appropriately develops a problem to solve.</p> <p>2= provides non-specific background information that does not tie in well to the course. The presented problem does not fully link to the background.</p> <p>1= provides a very generic background. The presented problem does not align with the background.</p> <p>0= provides an inappropriate background and/or was very difficult to read and/or understand. No problem is identified.</p>
Patient (age, sex, primary complaint, relevant medical history)	<p>3= thorough, relevant, and understandable patient demographics, chief complaint, and any pertinent medical history.</p> <p>2= generic patient data provided, provides chief complaint, may or may not discuss medical history.</p> <p>1= some patient data missing or unclear; very wordy and does not communicate effectively the exact primary complaint and/or medical history.</p> <p>0= no relevant information provided concerning this patient, injury or patient/client was identified, and/or was very difficult to read and understand.</p>
Findings	<p>3= provides a stepwise temporal outline that details the objective findings.</p> <p>2= provides incomplete but orderly objective findings.</p> <p>1= provides a few random objective findings.</p> <p>0= very difficult to read or understand basic objective findings.</p>
Pathophysiology of disease/mechanism of injury	<p>3= provides a thorough description of the pathophysiology of disease/mechanism of injury presented in the case in the context of healthy central nervous system function.</p> <p>2= provides an incomplete description of the pathophysiology of disease/mechanism of injury presented in the case in the context of healthy central nervous system function.</p> <p>1= provides an incomplete description of the pathophysiology of disease/mechanism of injury presented in the case and does not relate the description to the healthy central nervous system.</p> <p>0= does not describe the pathophysiology of disease/mechanism of injury.</p>
Treatment/intervention	<p>3= provides a final diagnosis along with a chronological and detailed list of interventions.</p> <p>2= provides a minimum amount of information specific to interventions or does not list interventions in a precise, chronological order.</p> <p>1= provides a generic, non-detailed summary of treatments provided.</p> <p>0= provides no real interventions nor a legitimate timeline.</p>
Expected outcomes from intervention	<p>3= provides a strong case as to why this therapeutic approach is likely to be effective.</p> <p>2= provides a weak case as to why this therapeutic approach is likely to be effective or fails to make a compelling case as to why this approach will be effective.</p> <p>1= fails to provide evidence as to why this therapeutic approach is likely to be effective or claims that the approach is unproven or novel.</p> <p>0= does not expound upon why the approach will be effective.</p>
Conclusion	<p>3= provides a clear and concise summary of the facts of the case study as well as what can be learned from this case.</p> <p>2= provides a wordy or overly-summarized summary of the case.</p> <p>1= provides information that does not adequately summarize the case.</p> <p>0= fails to provide a real conclusion to the case study.</p>
Formatting	<p>3= Thoroughly follows formatting guidelines as outlined for case study.</p> <p>2= Generally follows formatting guidelines with minimal errors.</p> <p>1= Submits case study with several significant formatting errors.</p> <p>0= Fails to adhere to general formatting requirements.</p>

Grammar	<p>3= No grammatical/spelling errors.</p> <p>2= Minimal grammatical/spelling errors (e.g. < five errors).</p> <p>1= Several significant grammatical/spelling errors (e.g. > five errors).</p> <p>0= Case study is difficult to read due to the level of grammatical/spelling errors.</p>
Quality of writing	<p>3= Uses clear and coherent writing style consistent with professional writing standards: sentences can stand alone, solid flow, professional terminology.</p> <p>2= Generally clear writing with minimal deviation from professional writing standards.</p> <p>1= Several significant deviations from professional writing standards.</p> <p>0= Often incomprehensible writing style due to significant deviation from professional writing standards.</p>

Formatting a Clinical Case Study: The clinical case study will be evaluated for content using the above qualifications, along with formatting requirements as follows: Prepare your case study in accordance with the following requirements (failure to follow the formatting requirements will likely result in an automatic disqualification of your case study):

The report (1 per group) should be no more than **10 pages** in length (double spaced, 12pt Times New Roman font, 2cm margins) with **1 extra page** for a title page (title, names, date of submission, student IDs) and **unlimited additional** pages for references (minimum of 15 appropriate references). Include a running header (top left) and page numbers (bottom right) on all pages. In-text referencing should follow APA style.

Grading of the Clinical Case Study:

- Main case study body (21 points)
- Formatting (3 points)
- Grammar (3 points)
- Quality of writing (3points)
- Total possible points: 30 points

Self and Peer Evaluation of Case study group project

Please assess your work and the work of your colleagues by using the following criteria. I will consider your feedback in assigning the grade for the project. Please try to be as honest and fair as possible in your assessment.

5 = Excellent work; was crucial component to group's success

4 = Very strong work; contributed significantly to group

3 = Sufficient effort; contributed adequately to group

2 = Insufficient effort; met minimal standards of group

1 = Little or weak effort; was detrimental to group*

0 = No contributions were made*

SELF Evaluation (Name: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

PEER Evaluation (Partner 1: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

* An assessment of "1" or "0" requires a written explanation.

PEER Evaluation (Partner 2: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

* An assessment of "1" or "0" requires a written explanation.

PEER Evaluation (Partner 3: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

* An assessment of "1" or "0" requires a written explanation.

PEER Evaluation (Partner 4 – if needed: _____):

_____ Participation in developing ideas and planning project

_____ Willingness to discuss the ideas of others

_____ Cooperation with other group members

_____ Interest and enthusiasm in project

_____ Participation in leading/facilitating discussion

_____ Ease and familiarity with discussion material

* An assessment of “1” or “0” requires a written explanation.

Self-Reflection (use as much space as is needed)

What did you learn from the experience?

What do you think went well?

What would you have done differently, given the opportunity?

Do you have any other comments or suggestions about the project?

Experiential education reflection and summary grading rubric

	Excellence (demonstrates critical reflection)	Good (demonstrates reflection)	Fair (demonstrates understanding)	Poor (demonstrates habitual action/non-reflection)
Reflection on existing knowledge	Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of experience	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of experience	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge; demonstrates understanding but does not relate to other experiences or personal reaction	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge; responses are offered without attempting to understand them
Connection to academic concepts	Demonstrates superior connection between experience and class content (concepts/theories) and literature; evidence of application of theory and reconstruction of perspective	Demonstrates clear connections between experience and class content (concepts/theories); evidence of application of theory	Connects experience with class content (concepts/theories) but remains superficial or abstract	Connections are not drawn between experience and class content (concepts/theories) or literature
Evidence of development	Articulates transformation of their perspective of themselves or about a particular issue/concept/problem as a result of experience	Articulates new understanding/insights about self or particular issue/concept/problem as a result of experience	Limited/superficial insight about self or particular issue/concept/problem as a result of experience	No evidence of insights about self or particular issue/concept/problem as a result of experience
Style and clarity of writing	Well organized and easy to follow; writing style is uniform and professional; sentences are clear, complete and concise; paper has been proof-read and checked and has no errors	Organization is logical and generally clear; sentences generally well-structured; wording is adequate; generally correct grammar/spelling	Some organization but jumps around; sentences sometimes awkward; words are uninspiring; more than one spelling/grammatical error	Paper is disorganized and information is hard to follow; sentence structure is poor, lacks clarity; too many short or run-on sentences; words are used incorrectly; multiple errors present