ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 4404
SENIOR CAPSTONE RESIDENCY
COURSE SYLLABUS
FALL 2017
Jennifer Braziel, DNP, RN, ACNP-BC
Paul Osmanski, MSN, RN
COURSE NUMBER
NUR 4404

COURSE TITLE
Senior Capstone Residency

CREDITS
(0-0-200)
Hybrid course consisting of classroom work, clinical simulations, clinical practice and on-line assignments.

PREREQUISITE COURSES
NUR 4411 – Adult Health Nursing II and NUR 4321 - Adult Health Nursing II Practicum

CO-REQUISITES
NUR 4205 Nursing Concept Synthesis. Students must successfully complete the Capstone Synthesis course (NUR 4205). Failure to successfully complete the Capstone Synthesis course will result in a grade of “no credit” for NUR 4404.

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook and all students are required to have access to a dependable computer with a reliable Internet Service Provider. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html).

COURSE DELIVERY
The Capstone Residency course is delivered in a hybrid format. There will be some face to face class hours scheduled during the semester but most of the course hours are in precepted clinical hours with interactions and assignments conducted within the ASU Blackboard. Blackboard can be accessed at http://blackboard.angelo.edu. Students are required to have ready access to computer and internet services. Students will be expected to check email and the Blackboard course daily for announcements or other communication.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via pager and a phone call during posted acceptable hours for calling. Email notification is expected during times outside acceptable calling hours.
Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link: http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY
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OFFICE HOURS
Anytime by appointment.

COURSE DESCRIPTION
A clinical immersion course designed to strengthen and broaden baccalaureate nursing skills, judgements, and decision making. Students are supervised by their faculty member and a community preceptor to synthesis and apply evidence-based skills and knowledge to nursing practice. The residency may focus on one specific setting or be an experience in which a variety of settings are merged.

BSN PROGRAM OUTCOMES
Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

## STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcome(s)</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Perform, synthesize, prioritize, and document nursing assessments and patient care using a variety of appropriate resources for multiple patients with complex health deviations.</td>
<td>Case study, Weekly discussion board – self-reflection on practice, Direct patient care at clinical site – Clinical evaluation, Simulation exercises</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1, 2, 3, 4, 6, 7, 8, 9</td>
<td>PCC, EBP</td>
</tr>
<tr>
<td><strong>2.</strong> Integrate principles of safety and quality utilizing evidence-based interventions for multiple patients with acute and complex problems.</td>
<td>Case study, Weekly discussion board – self-reflection on practice, Direct patient care at clinical site – Clinical evaluation, Simulation exercises, Review of evidence-based practice literature</td>
<td>1, 2, 3, 8, 9</td>
<td>1, 2, 3, 8, 9</td>
<td>QI S</td>
</tr>
<tr>
<td><strong>3.</strong> Deliver and coordinate compassionate, culturally, ethnically and patient-centered care based on evidence, guidelines, standards, and legal statutes/regulations.</td>
<td>Case study, Weekly discussion board – self-reflection on practice, Direct patient care at clinical site – Clinical evaluation, Review of evidence-based practice literature</td>
<td>1, 3, 6, 8, 9</td>
<td>1, 3, 6, 8, 9</td>
<td>PCC EBP</td>
</tr>
<tr>
<td><strong>4.</strong> Provide and accurately document effective health teaching addressing risk reduction, health promotion, preventive care and discharge planning for patients experiencing health deviations.</td>
<td>Case study, Weekly discussion board – self-reflection on practice, Direct patient care at clinical site – Clinical evaluation</td>
<td>1, 3, 4, 7, 9</td>
<td>1, 3, 4, 7, 9</td>
<td>PCC EBP I</td>
</tr>
<tr>
<td><strong>5.</strong> Refine leadership skills through effective communication, patient advocacy, and good stewardship of resources to enhance system-wide improvements.</td>
<td>Direct patient care at clinical site – Clinical evaluation</td>
<td>2, 4, 6, 9</td>
<td>2, 4, 6, 9</td>
<td>TC QI</td>
</tr>
<tr>
<td><strong>6.</strong> Collaborate with peers, colleagues and interprofessional health team members to facilitate positive patient outcomes, identify patient resources,</td>
<td>Case study, Weekly discussion board – self-reflection on practice, Direct patient care at clinical site – Clinical evaluation, Simulation exercises,</td>
<td>2, 6, 9</td>
<td>2, 6, 9</td>
<td>TC QI</td>
</tr>
</tbody>
</table>
and promote professional clinical environment.

| Review of evidence-based practice literature | 1, 2, 8, 9 |

7. Exhibit behaviors and attitudes that reflect nursing standards of moral, ethical, professional and legal conduct at all times and successfully complete the nursing jurisprudence exam.

| Direct patient care at clinical site – Clinical evaluation | 1, 2, 8, 9 |

REQUIRED TEXTS AND MATERIALS
Texts will include all texts used in the Nursing Concept Synthesis course and previous nursing courses.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- ATI and HER TUTOR account current and active
- Refer to Angelo State University's Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points  (Grades are not rounded up)

**Note:** All grades to include final course grade, assignments, and exams **are not rounded up to the nearest whole number.**

EVALUATION AND GRADES

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Clinical Evaluation</td>
<td>29%</td>
</tr>
<tr>
<td>Clinical Case Study (3 @ 11% each)</td>
<td>33%</td>
</tr>
<tr>
<td>Webinar Week Assignments</td>
<td>7%</td>
</tr>
<tr>
<td>ATI Real Life</td>
<td>8%</td>
</tr>
<tr>
<td>Acute Care Access Hospital Assignment</td>
<td>7%</td>
</tr>
<tr>
<td>ATI Pharmacology Proctored Exam</td>
<td>8%</td>
</tr>
<tr>
<td>Clinical Simulations Written Assignment</td>
<td>8%</td>
</tr>
<tr>
<td>Dosage Calculation Exam (100% score required)</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Clinical Simulations Scenario Completion</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Clinical Skills Validation</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

**TEACHING METHODS/STRATEGIES**

Precepted direct patient care, acute care access assignment, dosage calculation validation, clinical skills validation, clinical case studies, webinar week assignments, ATI Real Life assignment, ATI Pharmacology Proctored Exam, simulation scenario performance and simulation written assignment are used to evaluate students.

Students are expected to be "active learners". It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples using the Internet and discussing course material and clinical experiences with their peers.

**ASSIGNMENT/ACTIVITY DESCRIPTIONS**

**PRECEPTORSHIP**

The Capstone Residency is a clinical immersion course preparing students to evolve into the role of the professional baccalaureate graduate nurse (GN) as an entry level generalist. The residency is designed to ease the transition into practice. Students will be mentored by a preceptor conducting nursing assessments, interventions, and evaluating patient outcomes based on the nursing care provided. Students will work as an interprofessional team member to refine communication and time management skills. Students are expected to start with an assignment of 2 patients in the precepted clinical setting on a moderate-acuity medical-surgical clinical setting and progress to 4-5 patients toward the end of the residency. Higher acuity preceptorships like the ICU and ED will start with 1 patient and progress to more patients based on acuity. Students are expected to enter the practicum at a "developing" level proficiency and progress into a "competent or accomplished" level of proficiency by the end of the course. Sophistication of clinical reasoning skills and patient management are significant components within the residency course. Students will usually complete nine (9) twelve (12) hour shifts to fulfill the required direct care precepted practicum hours. Clinical shifts less than six (6) hours in a scheduled day (i.e. call offs or illness after starting a shift) cannot count towards the total requirements.

**CRITICAL ACCESS ASSIGNMENT**

Students will attend a rotation in a critical access facility either in Big Lake or Sonora. They will be precepted by nurses working in those facilities that day and will write a paper relating their experiences and research about critical access hospitals.

**CLINICAL EVALUATIONS**

Clinical evaluations are the basic component of the clinical experience and clinical grade. Preceptor clinical evaluations and faculty Midterm/Final Evaluations will be completed for every student. The Clinical evaluation tools are progressive in nature leading to a competency level for successfully passing the clinical course. Students are responsible for making appointments for both Midterm and Final clinical evaluations with their faculty.
CLINICAL EVALUATION TOOL
Prior to the beginning of the clinical experience each student will provide their preceptor with information to access online preceptor information including the preceptor handbook which contains the clinical evaluation tool. Once clinicals have begun an evaluation is to be completed after every 36 hours of clinical and signed by both the student and preceptor. That evaluation must be submitted in Blackboard within 48 hours. Students participate in self-evaluation and comment on their own performance during preceptor and Midterm/Final faculty evaluations. The Midterm and Final Clinical Faculty evaluations will be completed with feedback and input from the preceptor. The midterm/final clinical evaluation is determined by using the preceptor evaluation of the student, site visits, and all other coursework and activities. The midterm evaluation will be completed after approximately half of the total hours of the clinical rotation have been completed. The final evaluation will be completed after all clinical hours are completed and all paperwork is submitted. Students will make individual appointments with faculty to review their final clinical evaluation. Students must submit completed the Practicum Hours Documentation form in Blackboard before their final evaluation. Students must achieve a score of 75.0% or more in each of the four main areas in the final clinical evaluation to successfully pass the course.

CLINICAL CASE STUDIES
During preceptorship students will choose one (1) patient for each case study required. The case study will include a comprehensive history and senior level baccalaureate physical assessment; a discussion of the pathophysiology involved; patient medications; diagnostic exams and lab work. The case study also includes a section in which the student demonstrates clinical reasoning through correlation of pathophysiology, medications, diagnostics and how they relate back to each other and the physical assessment of the patient. Students must then utilize online library resources for evidence-based information and report evidence-based articles that are similar in scope and treatment to what their patient experienced. The student will then write a brief summary that may support or critique why this patient’s care paralleled evidence based information or why it did not and cite reference at the end of the paper using APA format. There is no specific length as long as it adequately meets the objectives. The case study is due 48 hours after completing every 36 hours of clinical. Do not use any direct patient identifiers in your paper because it may be a HIPPA violation. However, please keep identifiers available for faculty who may choose to research the patient's electronic medical record. The case study grading rubric is posted in “course documents” on the Blackboard course site.

WEBINAR WEEK ASSIGNMENTS
You will have webinars to complete related to current health issues facing our nation. You will complete the assignment during the week that you do not have ATI Real Life scenarios or simulations scheduled.

ATI REAL LIFE
ATI Real Life scenarios provide students with the opportunity to practice clinical reasoning. In a Real Life scenario students will make clinical decisions that impact the care, treatment, and outcomes for virtual clients with mental health disorders. Each scenario has a list of objectives. The key to students’ success in Real Life is to accomplish these objectives and to understand
how the decisions they make impact the client’s well-being. Students will be assigned a week in which these scenarios are to be completed and must be submitted by midnight Friday of the assigned week.

ATI PROCOTORED PHARMACOLOGY EXAM
Students will be required to complete the ATI proctored Pharmacology exam as scheduled for the semester.

CLINICAL SIMULATION SCENARIOS
Students will participate in advanced, multiple patient clinical simulation experiences. Clinical simulations are designed to enhance clinical reasoning and decision making along with refining time management skills. This is a pass/fail for the scenario performance and students who are not successful during the performance of scenarios are required to attend remediation plus they may receive an “UNSATISFACTORY CLINICAL PERFORMANCE”. Clinical simulation scenarios must be successfully completed prior to beginning the precepted clinical assignment. There is a graded written assignment for simulations. The simulation grading rubric is posted in "course documents" on the Blackboard course site.

DOSAGE CALCULATION EXAM
A dosage calculation validation exam is required for this course just as all other clinical courses. This exam must be passed prior to providing direct patient care. Students must score 100% on the dosage calculation exam at the beginning of their clinical practicum course. A student will require remediation in unsuccessful. Failure of three dosage calculation exams demonstrates evidence of a student’s inability to meet clinical objectives and results in course failure. The student will be withdrawn from the clinical course with a grade of “F” and will receive “no credit” for the corresponding didactic course.

SKILLS VALIDATION
Students are required to successfully validate clinical skills before simulations. Possible skills being evaluated include: urinary catheter insertion and removal, medication administration (any route), CVC dressing change, initiating and providing IV therapy and sterile dressing change or other sterile procedures. Students should practice and review procedures before being evaluated by faculty or staff. This is a pass/fail assignment. Skills validation will be scheduled on an appointment basis during designated times and dates. Students unsuccessful with skills validation will have an opportunity to repeat after remediation. If the student is unsuccessful after three attempts they may be dismissed from the course receiving a “F”.

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the "Submit Assignments" link in the Blackboard course site. This is for grading purposes. Issues with technology may arise from time to time. If a technology issue does occur regarding an assignment submission, email your instructor and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.
WRITTEN WORK
All assigned work is expected to be turned in on time, typed with correct spelling and grammar, and MUST be written in APA format. Please review the policies on Plagiarism and Copyright guidelines (listed in this syllabus) prior to submitting assignments.

LATE WORK OR MISSED ASSIGNMENTS POLICY
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a twenty percent (20%) deduction for one day (24 hours) after the posted deadline and thirty-five percent (35%) for two days (48 hours). No papers or postings will be accepted more than 48 hours past the assigned due date unless negotiated prior to the due date.

COMMUNICATION
Please use the email address/phone numbers provided under Faculty Information. Should an emergency arise or if you have a pressing need please call faculty directly using the numbers provided. Faculty will usually respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. If you do not get an email response within 24 hours call them directly. Written communication via email will be done exclusively through your ASU email address.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

STUDENT RESPONSIBILITY AND ATTENDANCE
CLINICAL REQUIREMENTS
Students are required to:
1. Maintain student liability insurance and current American Heart Association CPR BLS course completion card.
2. Maintain up to date immunizations.
3. Provide safe nursing care to patients and families as expected.
4. Submit documentation to the ASU Nursing Department of background check.
5. Complete facility orientations prior to attending clinical.

*Failure to do any of the above during the Residency can result in clinical failure and will be immediately referred to the GBSN Coordinator or Nursing Program Director.*

**PRACTICUM HOURS**
Students will complete a total of 120 hours in direct care clinical settings with an assigned preceptor and approximately 45-50 hours in various other clinical rotations. Written clinical assignments make up the other portion of clinical hours for this course and are required to be completed. For the practicum, each student will be assigned to a preceptor in a specific setting. The student will strengthen and broaden their baccalaureate nursing skills, judgement, and decision-making while caring for various aged clients. Students and preceptors/facilities will be randomly assigned. Students may be placed in areas beyond San Angelo during their preceptorship. Students must complete their required precepted hours by the due date given in the course schedule. Schedules must be submitted to the faculty on Blackboard before students may attend a clinical rotation. Students who do not submit schedules prior to attending clinical will receive written counseling and those hours will not count toward the course requirement.

Students will attend clinical according to the preceptor's schedule. Students should plan to work a minimum of two (2) days a week and a maximum of three (3) days a week. Students must achieve the required hours by the end of the course. If a student rotates a three day schedule (for example: Fri/Sat/Sun), there has to be a 24 hour break before the next upcoming shift regardless if the new week has started. Any questions about scheduling must be discussed personally and directly with faculty.

**STUDENT ABSENCES**
It is essential for students to recognize the importance to be present for all planned experiences. The student is expected to be present for all scheduled classroom and clinical experiences.

In the event of extenuating circumstances preventing a student from attending a clinical or other experience, the student will notify their faculty and preceptor before scheduled time to report to clinical. In the case of an emergency the student must call as soon as possible.

Failure to call in or meet the time frames stated above will result in an *UNSATISFACTORY* for that clinical day. Due to the nature of the Capstone Residency course students missing more than one clinical day (or 12 clinical hours) during this course must contact the faculty immediately of the absence so the faculty may review the student’s ability to meet course objectives and reschedule lost time with the preceptor. Three tardies (over 5 minutes late for lecture, campus activities or clinical) will equal 1 hour of absence.

**UNSATISFACTORY CLINICAL PERFORMANCE**
A student will receive an "Unsatisfactory Clinical Performance" if clinical experiences reflect negative performances, lack of preparation or absence. Unsatisfactory incidents indicate that
students may not be able to meet course requirements. A student whose clinical practice is unsatisfactory will be given a formal counseling with opportunities for improvement. Faculty, if they decide to, may remove a student from the clinical setting for any unsatisfactory performance. A pattern of three (3) clinical "unsatisfactory" ratings may result in the student failing the course.

**UNSAFE CLINICAL PERFORMANCE**
When direct patient care is part of the learning experience patient safety and well-being are paramount concerns. If a faculty member or preceptor feels that a student is unable to provide safe nursing care in accordance with the Standards of Professional Nursing Practice (BON, Nursing Practice Act, Standards 217.11), the student will be removed from the clinical setting and will receive a grade of “F” in the course. This includes any concern or action that could jeopardize a student, a patient, or anyone in the facility. It also includes any conduct that is not congruent with professional standards and ethics according the Texas Board of Nursing.


**UNPROFESSIONAL CONDUCT**
Counseling for “Unprofessional Conduct” is disciplinary and reserved for offenses as identified by the Texas Board of Nursing, Nurse Practice Act (Unprofessional Conduct 217.12). A student counseled for Unprofessional Conduct will be referred to the Nursing Program Director.


**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:


**IMPORTANT UNIVERSITY DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 28 (M)</td>
<td>First day of classes for ASU</td>
</tr>
<tr>
<td>September 4 (M)</td>
<td>Labor Day Holiday; University is closed; No classes</td>
</tr>
<tr>
<td>November 3 (F)</td>
<td>Last day to drop a class or withdraw from the University for Fall Semester</td>
</tr>
<tr>
<td>November 22-24 (W-F)</td>
<td>Thanksgiving Holiday; University is closed; No classes</td>
</tr>
<tr>
<td>December 15 (F)</td>
<td>Nursing Pinning Ceremony; UC Ballroom; 1800 hours</td>
</tr>
<tr>
<td>December 16 (Sat)</td>
<td>Commencement/ Graduation; Junell Center 1000 hours</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University [http://www.angelo.edu/student-handbook/](http://www.angelo.edu/student-handbook/) as well as the Department of Nursing Undergraduate Student Handbook [http://www.angelo.edu/dept/nursing/handbook/index.html](http://www.angelo.edu/dept/nursing/handbook/index.html).

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

SOCIAL MEDIA POLICY
“The Angelo State University Nursing Program supports the use of social media in personal/non-academic or non-professional contexts.” Nursing students are expected to engage in professional behavior during didactic/lecture sessions. This professional behavior excludes engaging in social networking (blogs, Twitter, Facebook, texting, surfing the internet, etc.) during lecture time. Any student caught during lecture time engaging in social media, not otherwise authorized by the instructor, will be asked to leave the class and will receive an unexcused absence for that lecture time. It is acceptable to engage in social networking before class, during lecture time breaks and after class time. Please refer to the Department of Nursing Undergraduate Student Handbook, on the Nursing website, for further clarification of expected professional behavior related to social networking.

PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit [http://www.angelo.edu/services/disability-services/](http://www.angelo.edu/services/disability-services/)
The following includes contact information for Disability Services at ASU:

ada@angelo.edu
Phone: 325-942-2047
Fax: 325-942-2211
Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email and course announcements. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS
Board of Nursing for the State of Texas http://www.bne.state.tx.us/
BSN Student Resources http://www.angelo.edu/dept/nursing/student_resources/

STUDENT EVALUATION OF FACULTY AND COURSE
Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.
Areas of evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Gaining a broader understanding and appreciation of intellectual activity.
7. Developing skill in expressing oneself orally or in writing
8. Learning how to find and use resources for answering questions or solving problems
9. Acquiring an interest in learning more by asking questions and seeking answers

**********End of syllabus**********