ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 4330
PTSD AND IMPLICATIONS FOR NURSING PRACTICE
SUM 2018
Lenore Cortez, MSN, RNC
COURSE NUMBER
NUR 4330

COURSE TITLE
PTSD and Implications for Nursing Practice

CREDITS
Three Semester Credit Hours (3-0-0)

PREREQUISITE COURSES
None

COREQUISITE COURSES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate Nursing Handbook should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/handbook/index.html

COURSE DELIVERY
This is an online course offering. http://blackboard.angelo.edu . IT Support is available at 325-942-2911 or 866-942-2911. For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

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 reserves 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 a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

Please see technical requirements for BSN classes at this link:
http://www.angelo.edu/dept/nursing/rn-bsn_program.php

FACULTY
Lenore Cortez, MSN, RNC
Clinical Instructor of Nursing
Room: HHS 318T
Office Hours: Virtual
C# (603)321-5585
Email: lenore.cortez@angelo.edu

VIRTUAL OFFICE HOURS
Virtual Office hours (email or telephone) by arrangement with instructor. Please arrange virtual office hour consultation times by email or phone.

TIME ZONE
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

COURSE DESCRIPTION
This course evaluates pertinent causes and issues that impact professional nursing care of individuals with Post Traumatic Stress Disorder (PTSD).

COURSE OVERVIEW
Students analyze societal, ethical, cultural and economic factors that impact health care and professional nursing practice related to this disorder. Assignments elicit critical thinking related to public health and nursing practice delivered to a diverse population suffering from this ever-evolving disorder.

BSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:

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

STUDENT LEARNING OUTCOMES
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate basic knowledge of signs and symptoms, causes, and treatments of PTSD.</td>
<td>Group Discussion, Research PPT, Journal</td>
<td>1</td>
<td>1, 6, 7</td>
<td>EBP</td>
</tr>
<tr>
<td>2. Describe how health care for PTSD is currently provided and implications for future generations.</td>
<td>Group Discussion, Research PPT</td>
<td>3, 6</td>
<td>6</td>
<td>EBP, TC, PCC</td>
</tr>
<tr>
<td>3. Compare the types of trauma experienced by individuals and ways that the nursing professional can positively impact care.</td>
<td>Group Discussion, Research PPT</td>
<td>1, 3, 8</td>
<td>3, 7</td>
<td>QI, PCC</td>
</tr>
<tr>
<td>4. Describe and contrast stereotypical views affecting access to mental health care.</td>
<td>Group Discussion, Research PPT</td>
<td>8, 9</td>
<td>6</td>
<td>PCC, EBP, QI</td>
</tr>
<tr>
<td>5. Explore the impact of socio-cultural, economic, legal, and political factors influencing health care delivery to those with PTSD.</td>
<td>Group Discussion, Research PPT</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 5</td>
<td>EBP, PCC</td>
</tr>
<tr>
<td>6. Use an ethical framework to evaluate the impact of media on trauma and health care, especially for vulnerable populations.</td>
<td>Group Discussion, Research PPT</td>
<td>8, 9</td>
<td>1, 3, 7</td>
<td>TC, QI, EBP</td>
</tr>
<tr>
<td>7. Articulate, through a nursing perspective, issues concerning health care delivery to persons with PTSD, collaborating care amongst health care professionals.</td>
<td>Group Discussion, Research PPT, Journal</td>
<td>1, 2, 3, 6</td>
<td>2, 4, 8</td>
<td>TC, S, QI</td>
</tr>
<tr>
<td>8. Examine ways to advocate for consumers and the nursing profession.</td>
<td>Group Discussion, Research PPT, Journal</td>
<td>5, 6, 7, 8</td>
<td>9</td>
<td>TC, I</td>
</tr>
</tbody>
</table>

**BSN Essentials:** I: Liberal Education for Baccalaureate Generalist Nursing Practice; II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety; III: Scholarship for Evidence Based Practice; IV: Information Management and Application of Patient Care Technology; V: Health Care Policy, Finance, and Regulatory Environments; VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; VII: Clinical Prevention and Population Health; VIII: Professionalism and Professional Values; IX: Baccalaureate Generalist Nursing Practice
QSEN Competencies: Patient-Centered Care (PCC), Teamwork and Collaboration (TC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety (S), Informatics (I)

REQUIRED TEXTS AND MATERIALS


OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Logitech USB microphone headset
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/
- All students are required to have access to a dependable computer with a reliable Internet Service Provider (ISP or internet connection). Students taking traditional, online, and web supported courses must have a computer that meets minimum requirements recommended by Information Technology (IT). Computer hardware and software that are less than the specifications may cause technical problems interfacing and working with Blackboard TM.
- If you run into problems with Blackboard TM or your internet service, you must address the issue immediately. One of your first contacts should be Information Technology. IT services are available around the clock so please do not hesitate to call them for computer problems (325-942-2911). You may e-mail them as well @ helpdesk@angelo.edu. If you come across problems with your computer that cannot be corrected in a timely manner, it is your responsibility to secure access to a reliable computer and keep up with the materials being presented. Missing an assignment due to computer problems is not an acceptable excuse for missing the work.

TOPICAL OUTLINE
Week 1 (June 4 - 10) Introduction to the Course; Recognizing PTSD; Varieties and Neuroscience of PTSD
Week 2 (June 11 - 17) PTSD Across the Life Span
Week 3 (June 18 – 24) Complications of Military Duty on the individual and Family; Media Portrayal of Traumatic Events
Week 4 (June 25 – July 1) Exploring Resilience; Treatment Approaches
Week 5 (July 2 - 3) End of Course Reflection

Method of Assessing Learning Outcomes:
- Online unit discussions
- Journal entries
- Research PowerPoint Presentation
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 = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 0-59 points (Grades are not rounded up)

Missed exams, quizzes, & assignments: There are no makeup exams, quizzes or assignments.

Extra credit: There are no extra credit or “re-do” opportunities.

Urgent Concerns: Please email your instructor in advance if a problem arises; however, an email or phone call must be completed to your instructor PRIOR to the due date or event to be considered.

EVALUATION AND GRADES
Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussions</td>
<td>35</td>
</tr>
<tr>
<td>Journals</td>
<td>15</td>
</tr>
<tr>
<td>Research PowerPoint Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
This course is taught completely online through the Blackboard platform.

- Online course lessons
- Web-based discussions and journals
- Written assignments
- Multimedia presentations, videos
- 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 on the Internet, and discussing course material and clinical experiences with their peers.
ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

DISCUSSION BOARDS:
There will be assigned discussion board activities that are intended to make the students active participants in their learning. By completing an initial post and then responding to their peers’ posts students will have the opportunity to learn from one another in this discussion forum. Students will answer discussion questions based on the research they have completed on their chosen trauma-causing topic. Students will be expected to contribute on multiple days within the week. Specific information on discussion boards and grading rubrics will be available in the Blackboard online course.

JOURNALS:
There will be a two journal assignments in this course. Journaling offers a way for students to interact privately with the instructor. There will be posted questions for students to consider and then post a reflective journal entry. Directions for journals will be located in the weekly modules in which they are due. A grading rubric will be available in the Blackboard online course.

These assignments are intended for the student to have the freedom to speak their mind or to have a safe environment in which to share private experiences related to the assigned topic.

RESEARCH POWERPOINT PRESENTATION:
Each student will choose a type of trauma that is of interest to him/her. This topic will be the one you will use for the entire semester to answer the discussion questions. This is the same topic that you will use for the PowerPoint presentation that is due at the end of Week 4. This assignment takes the place of having a final exam.

Examples of possible topics: domestic violence, child abuse, elder abuse, rape, natural disaster, terrorism, war/military, traumatic death of a loved one, community violence; experiencing a traumatic event such as a car accident, fire, farming accident, etc.; seeing something traumatic happen to another person, being kidnapped, verbal abuse, sexual harassment, workplace violence—including sports, any other topic that you can think of that could possibly lead to developing PTSD.

Please refer to the Grading Rubric to make sure you have all aspects of this assignment in order before you submit it for grading. If you have any questions, please ask prior to the due date.

1. Your PowerPoint must include a Title page and a References page. You must use at least 5 scholarly/reputable references. These can be nursing journals, the NY Times, government websites, mental health websites (such as the ones listed in our classroom under the “Mental Health Resources” tab) or other peer-reviewed sources. You are not allowed to use Wikipedia and points will be deducted if you choose to use it.
2. Length should be 5-8 slides (not including title and References pages). You should use Slide Headings to delineate topics of your presentation.
3. The following information must be covered in your PowerPoint. You can put slides in whatever order you think flows best as long as all parts are addressed.
   a. A brief description of the type of trauma you have chosen
   b. How does this type of trauma contribute to the development of PTSD?
c. What stereotypical views present a barrier to receiving health care?
d. Describe the symptoms displayed by a patient and ways a nurse can positively impact the care by recognizing these symptoms and acting appropriately.
e. Provide information about community resources that you could refer patients to for additional care.
f. Discuss the importance of collaboration of care, examining any barriers there might be to getting proper treatment (ex. financial, stigma, ignorance). As a nurse, what can you do to advocate for your patients to make sure they receive appropriate care?
g. Indicate any information you have found that supports how media coverage has either positively or negatively affected your topic.
h. Give examples of resilience evidenced by people who experience this type of trauma. How can we instill resilience in our patients?
i. Give a short summary of the most important thing you have learned through researching this topic.

I encourage you to learn from this research and think about how it can positively affect your nursing practice. This assignment is not intended to simply get completed and forget. Choose a topic of interest to you-- maybe something that is applicable to the area of nursing you are hoping to work in after graduation. I hope that it will have some influence on how you think about your patients in the future.

Guidelines and grading rubric can be found within the Blackboard online course.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
- ASU Undergraduate Catalog located on the ASU website https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog
- University Undergraduate Nursing Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES
June 4 First day of class
June 7 Census day for Summer 1
July 3 Last day of the Summer 1 semester
July 5 Final grades due

STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected
to engage in course activities and submit work by due dates and times. All activities and assignments are listed for Central Standard Time (CST). The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate.

Full participation in the course is a professional expectation and required for successful and satisfactory completion of all course objectives. Online classroom attendance is evidenced by timely participation in the discussion board assignments and other activities assigned in the Modules on BlackBoard. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week, on average. Failure to participate in a timely manner to any weekly discussion or assigned activity is an absence. Absences diminish the student’s ability to meet course objectives and contribute to a failure of the course. Students are expected to check their ASU e-mails daily to ensure that they do not miss important announcements addressed to the student individually and/or to the class.

Course Instructors strive to grade all assignments and papers within one week after the due date. Quizzes will have an automatic score after testing but the instructor will review the test within a week and grades will be modified if any changes need to be made. Students may contact the instructor and discuss concepts missed on the quizzes. For test security reasons, the quizzes or the final will not be available to students after testing is completed. Contact your instructor for any questions you may have regarding exams.

Two weeks of non-participation in online classes with no communication or explanation to faculty may result in the student being blocked from the class. The faculty member will make at least two attempts to contact the student before removing the student.

COMMUNICATION
Faculty strive to respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Classroom communication: Please follow these tips for interacting with your peers in our online classroom.

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 unless invited by faculty to use a less formal approach.
• 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 J or :) 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)

ASSESSMENT SUBMISSION
In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site. This is for grading purposes. Issues with technology arise from time to time. If a technology issue does occur regarding an assessment submission, email me at lenore.cortez@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor-code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

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.

*Please note that at any time you reference another individual’s work, thoughts, or ideas, you must reference that work. This means using the correct APA format. Plagiarism is an offense that is taken very seriously at ASU and considered a breach of academic honesty. Plagiarism can be grounds for course failure.*

**WRITTEN WORK**

Writing is an essential component of the communication skills that help define professional nursing practice. Clear, precise, logical, appropriate expression of ideas, opinions, and values in nursing is required to provide quality care to clients, families, and communities. High standards for communication lie at the heart of professional nursing practice and should be reflected in all curricular activities.

The discipline of nursing uses formatting standards established by the American Psychological Association (APA) to guide clear and precise professional communication. APA format refers to the APA editorial style (grammar, quotations, etc.) as well as standards for content and organization of a paper and ways to express ideas clearly while reducing bias in language.


Students are required to purchase and use the most current Publication of the American Psychological Association (APA). Students are expected to follow the guidelines in this manual. While there are online APA websites with abbreviated guidelines, there is no substitute for the detailed information in the book. Papers with an abundance of noticeable errors, including spelling and grammar, will receive a low grade or an Unsatisfactory for the clinical assignment.

**STUDENTS WITH DISABILITIES**

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.”
Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**ASU STUDENT COMPLAINT AND GRIEVANCE POLICY**

Angelo State University complies with the Commission’s policy on Complaint Procedures against the Commission or its Accredited Institutions. As summarized in Federal Requirement 4.5, Student complaints, ASU maintains a reasonable and well publicized set of policies and procedures for addressing complaints and appeals submitted by students.

Policies governing various types of student grievances are published in the Student Handbook 2011–2012, which is available through the institutional website on the Student Life page, and include the following:

- Procedures regarding sexual or racial harassment (Student Handbook 2011–2012, p. 43).

**NOTE:** Policies regarding Title IX requirements concerning the handling of sexual harassment and sexual assault complaints are currently being reviewed by the Texas Tech University System (TTU System). This review process, to be completed by late summer 2012, will result in a uniform set of policies across the TTU System. Revisions will be incorporated into the ASU Student Handbook for the fall 2012 semester.

Grade grievance procedures (Student Handbook 2011–2012, pp. 8-9). Grade grievance procedures are also published in the ASU operating policies and procedures (ASU OP 10.03, Grade Grievance) and in the institutional catalogs (ASU Undergraduate Catalog 2011–2012, p. 323; ASU Graduate Catalog 2011–2012, p. 34).

**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, course announcements and/or via a discussion board announcement. 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/](http://www.bne.state.tx.us/)
BSN Student Resources
http://www.angelo.edu/dept/nursing/online_learning.php
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

Students are encouraged to review the plagiarism modules from:
UT Arlington Central Library via http://library.uta.edu/tutorials/Plagiarism

WITHDRAWAL FROM CLASS
Students wishing to drop the class must do so before the final drop date. If a student does not drop before the official last drop date, he/she will receive an F in the class as their final grade if their work is not up to the required standard.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

- Gaining factual knowledge.
- Developing specific skills, competencies, and points of view needed by professionals in nursing.
- Developing skill in expressing myself orally and in writing.
- Learning how to find and use resources for answering questions or solving problems.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

RUBRICS FOR ASSESSMENTS
Located on the following pages

End of syllabus.
## Rubric for PTSD Research Paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission</strong></td>
<td>0 Points Submits assignment more than one day late without prior notice or not at all.</td>
<td>10 Points Submits assignment one day late without prior notice to professor.</td>
<td>15 Points Submits assignment one day late with prior notice to professor.</td>
<td>25 Points Submits assignment by deadline.</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>5 Points Chooses a topic that is relevant. Provides only minimal information for all points of the assignment.</td>
<td>15 Points Chooses a topic that is relevant. Provides minimal information to cover some of the points of the assignment.</td>
<td>20 Points Chooses a topic that is relevant. Provides information that is good but lacking depth in answering some of the points of the assignment.</td>
<td>25 Points Chooses a topic that is relevant to the course. Provides substantial information for all points of assignment.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>5 Points Provides information that is off topic, incorrect or irrelevant to the topic.</td>
<td>15 Points Repeats information from the course but does not add substantial thought to the topic.</td>
<td>20 Points Provides information that is factually correct but lacks full development of thought on this topic.</td>
<td>25 Points Provides information that is factually correct, reflective and substantive. Advances thought on this topic.</td>
</tr>
<tr>
<td><strong>APA, writing clarity</strong></td>
<td>0 Points Contains no references. Provides unorganized content that contains multiple errors. Does not follow APA format.</td>
<td>15 Points Uses personal experiences but no references to readings or research. Writes in friendly or helpful manner with errors in clarity or mechanics. Uses some APA formatting.</td>
<td>20 Points Incorporates some references from literature along with personal experiences. Contributes valuable information with few errors in clarity or mechanics. Only minor deviations from APA format.</td>
<td>25 Points Paper is written in correct APA format. Contains at least 5 professional references. All references were peer reviewed, evidence based or professional journals. Contributes in a clear, concise and easy to read style that is free from grammatical or spelling errors.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Good</td>
<td>Excellent</td>
</tr>
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<td>--------------------------</td>
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<td>-------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Initial Submission</strong></td>
<td>0 Points Did not post.</td>
<td>5 Points Posted beyond 1 day late.</td>
<td>10 Points Initial posting was no more than 1 day late. (Thursday at 11:59pm)</td>
<td>12.5 Points Met submission deadlines for initial postings. (Wednesday at 11:59pm)</td>
</tr>
<tr>
<td><strong>Peer Responses Submission</strong></td>
<td>0 Points Does not participate in peer responses.</td>
<td>7 Points Posted to only one peer by the submission deadline.</td>
<td>10 Points Posted to 2 peers by the submission deadline.</td>
<td>12.5 Points Posted a minimum of 3 peer responses by the submission deadline (Saturdays at 11:59pm)</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>0 Points Does not participate.</td>
<td>7 Points Participates 1-2 times and/or on same day.</td>
<td>10 Points Participates 3 times but postings not distributed throughout the week (on 2 days)</td>
<td>12.5 Points Participates 3 or more times throughout the week. (3 days or more)</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>0 Points Posts no assignment.</td>
<td>7 Points Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task.</td>
<td>10 Points Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts/references.</td>
<td>12.5 Points Posts well developed assignment that fully addresses and develops all aspects of the task; included references.</td>
</tr>
<tr>
<td><strong>Peer Response Postings</strong></td>
<td>0 Points Posts no follow up responses to others.</td>
<td>7 Points Posts shallow contribution to discussion (agrees/disagrees) does not enrich discussion.</td>
<td>10 Points Elaborates on an existing posting with further comment or observation.</td>
<td>12.5 Points Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Overall Content Contribution</strong></td>
<td>5 Points Posts information that is off topic; incorrect or irrelevant to discussion.</td>
<td>7 Points Repeats but does not add substantive information to the discussion.</td>
<td>10 Points Posts information that is factually correct but lacks full development of concept or thought.</td>
<td>12.5 Points Posts factually correct, reflective and substantive contribution; advances discussion. Adds</td>
</tr>
<tr>
<td>Criteria</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>0 Points Includes no references or supporting experience. &gt; 6 APA errors</td>
<td>7 Points Uses personal experience but no references to readings or research. 3-6 APA errors</td>
<td>10 Points Incorporates some references from literature and personal experience; or does not use any professional references. 1-2 APA errors</td>
<td>12.5 Points Uses references to literature, readings, or personal experience to support comments. All references were peer reviewed, evidence-based, or professional journal. No APA errors.</td>
</tr>
<tr>
<td><strong>Clarity &amp; Mechanics</strong></td>
<td>0 Points Posts long, unorganized or rude content that may contain multiple grammar and/or spelling errors or may be inappropriate.</td>
<td>7 Points Communicates in friendly, courteous and helpful manner with some grammatical or spelling errors. ≥ 5 errors</td>
<td>10 Points Contributes valuable information to discussion with minor grammatical and/or spelling errors. &lt; 5 errors</td>
<td>12.5 Points Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>
## Journal Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response to Topic</strong></td>
<td>10 Points</td>
<td>20 Points</td>
<td>30 Points</td>
<td>40 Points</td>
</tr>
<tr>
<td></td>
<td>No personal response is made to the issues/concepts raised in the assignment</td>
<td>Conveys little evidence of reflection and personal response to the issues/concepts raised in journal assignment</td>
<td>Conveys evidence of reflective thought and personal response to issues raised in journal assignment. Demonstrates capability of reflecting on learning, teaching and experience</td>
<td>Conveys extensive evidence of reflective thought and personal response to the issues raised in journal assignment. Demonstrates growth through reflection on learning, teaching, and experience</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>1 Point</td>
<td>4 Points</td>
<td>7 Points</td>
<td>10 Points</td>
</tr>
<tr>
<td></td>
<td>Little evidence writer can apply correct English language. Difficult to understand.</td>
<td>Errors present. Simple words and awkward sentences. Weakness of ideas communicated. Submitted more than one day late.</td>
<td>Generally has good command of spelling, capitalization, grammar usage, and sentence structure. Submitted no more than one day late.</td>
<td>Uses correct spelling, capitalization, punctuation, grammar usage, and sentence structure. Words and sentences used enhance the effectiveness of the communication. Submitted by deadline.</td>
</tr>
</tbody>
</table>