COURSE NUMBER
NUR 3301

COURSE TITLE
Health Policy and Professional Issues

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
NUR 1341, NUR 1363

CO-REQUISITES
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 the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. 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
This is an online course offering. http://blackboard.angelo.edu

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 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 “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

Last Updated 08.20.18
FACULTY
Lenore Cortez, MSN, RNC
Office: HHS 318T
Phone: 325-486-6859
Cell Phone: (603) 321-5585
Fax: (325) 942-2236
Lenore.cortez@angelo.edu

OFFICE HOURS
By Appointment

COURSE DESCRIPTION
This course evaluates pertinent trends and issues impacting professional nursing, quality of care, access to care and the delivery of health care.

COURSE OVERVIEW
Students analyze political, societal, ethical, cultural and economic factors that impact health care and professional nursing practice. Assignments elicit critical thinking related to public health and nursing practice delivered in a diverse population.

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

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

STUDENT LEARNING OUTCOMES

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<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>Mappin\ng to BSN Essenti\nals</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate basic knowledge of health care policy, finance, and regulatory environments, including local, state, national and global health care trends.</td>
<td>Discussion Boards, quizzes</td>
<td>1,2</td>
<td>1,6</td>
<td>EBP</td>
</tr>
<tr>
<td>2. Describe how health care is organized and financed, including the implications of business principles, such as patient and system cost factors.</td>
<td>Discussion Boards, quizzes</td>
<td>4,5</td>
<td>1</td>
<td>EBP, TC</td>
</tr>
<tr>
<td>3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.</td>
<td>Quizzes</td>
<td>4</td>
<td>1</td>
<td>QI</td>
</tr>
<tr>
<td>4. Examine legislative and regulatory processes relevant to the provision of health care.</td>
<td>LTE/LTL letter writing assignment</td>
<td>4</td>
<td>1,5</td>
<td>EBP, QI</td>
</tr>
<tr>
<td>5. Describe state and national statues, rules, and regulations that authorize and define professional nursing practice.</td>
<td>Discussion Boards, case studies</td>
<td>1,2,4</td>
<td>6</td>
<td>EBP</td>
</tr>
<tr>
<td>6. Explore the impact of socio-cultural, economic, legal, and political factors influencing health care delivery and practice.</td>
<td>Discussion Boards, LTE/LTL letter writing assignment, current events summary</td>
<td>3</td>
<td>1,5</td>
<td>TC</td>
</tr>
<tr>
<td>7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals’ practice.</td>
<td>Discussion Boards, quizzes</td>
<td>3,4,5</td>
<td>2</td>
<td>TC, S, QI</td>
</tr>
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</table>

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8. Discuss the implications of health care policy on issues of access, equity, affordability, and social justice in health care delivery.

| Discussion Boards, LTE/LTL letter writing assignment, current event summary | 6,7 | 5 | TC, I |

9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.

| Discussion Boards, current event summary | 6,7 | 1,5 | EBP |

10. Articulate, through a nursing perspective, issues concerning health care delivery to decision makers within health care organizations and other policy arenas.

| LTE/LTL letter writing assignment, case studies, current event summary | 2,5,6 | 2,4 | PCC, S, EBP, QI |

11. Advocate for consumers and the nursing profession.

| LTE/LTL letter writing assignment, case studies | 5, 9 | 4 | TC, EBP, QI |

**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

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• 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/)

• 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.

RECOMMENDED TEXTS
NONE

TOPIC OUTLINE

Week 1 (Aug. 27 – Sept. 2) Introduction to Policy and Politics in Nursing, Part 1
Week 2 (Sept. 3 - 9) Introduction to Policy and Politics in Nursing, Part 2
Week 3 (Sept. 10 - 16) Health Care Delivery & Financing, Part 1
Week 4 (Sept. 17 - 23) Health Care Delivery & Financing, Part 2
Week 5 (Sept. 24 - 30) Quality of Care
Week 6 (Oct. 1 - 7) Nurses Taking Action
Week 7 (Oct. 8 - 14) Evolution of Health Services in the U.S.
Week 8 (Oct. 15 - 21) Mid-term Exams
Week 9 (Oct. 22 - 28) Medical Technology, Professional Boundaries & Social Media
Week 10 (Oct. 29 – Nov. 4) Policy & Politics in the Community, Part 1 (Hospitals/Long Term Care)
Week 11 (Nov. 5 - 11) Policy & Politics in the Community, Part 2 (Special Populations)
Week 12 (Nov. 12 - 18) Policy & Politics in the Community, Part 3 (Outpatient Care)
Week 13 (Nov. 19 - 25) Thanksgiving Week, End-of-Life Issues
Week 14 (Nov. 26 – Dec. 2) Ethical Decision Making
Week 15 (Dec. 3 - 9) Putting it all Together
Week 16 (Dec. 10 - 14) Finals week

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<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lesson/Unit</th>
<th>Assignments &amp; Evaluation of Learning Objectives</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Aug 27 – Sept 2</strong></td>
<td><strong>Reading</strong>—Chapters 1 (p. 1- top of 22) and 13 in your textbook</td>
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<tr>
<td></td>
<td><strong>Introduction to Policy and Politics in Nursing, Part 1</strong></td>
<td><strong>Video(s)</strong></td>
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<td><strong>Post Introduction to Peers in General Discussion (ungraded)</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Sept 3 - 9</strong></td>
<td><strong>Reading</strong>—Chapters 2 &amp; 4 in your textbook</td>
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<tr>
<td></td>
<td><strong>Introduction to Policy and Politics in Nursing, Part 2</strong></td>
<td><strong>Articles:</strong></td>
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<tr>
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<td>- Dzubak (n.d.). Healthcare today: A review of reform, and how it impacts nurses</td>
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<td>- Spaulding, Gamm, &amp; Menser (2014). Physician engagement: Strategic considerations among leaders at a major health system</td>
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<td><strong>Video(s)</strong></td>
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<td><strong>Week 3</strong></td>
<td><strong>Sept 10 - 16</strong></td>
<td><strong>Reading</strong>—Chapters 1 (p. 22-37) &amp; 9 in your textbook</td>
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<td><strong>Health Care Delivery &amp; Financing, Part 1</strong></td>
<td><strong>Video(s)</strong></td>
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<td><strong>Review LTE/LTL directions and choose topic</strong></td>
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<td><strong>Quiz #1</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Sept 17 - 23</strong></td>
<td><strong>Reading</strong>—Chapter 6 in your textbook</td>
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<td></td>
<td><strong>Health Care Delivery &amp; Financing, Part 2</strong></td>
<td><strong>Article:</strong> Clark (2018). Beyond the bedside</td>
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<td><strong>Video(s)</strong></td>
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<td><strong>Week 5</strong></td>
<td><strong>Sept 24 - 30</strong></td>
<td><strong>Reading</strong>—Chapter 12 in your textbook</td>
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<td></td>
<td><strong>Quality of Care</strong></td>
<td><strong>Article:</strong></td>
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<td>- Ericksen (2008). Violence in the workplace: How to care for your own safety while providing care to your patients</td>
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<td><strong>Video(s)</strong></td>
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<td><strong>Case Study #1 Assignment</strong></td>
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<td><strong>Week 6</strong></td>
<td><strong>Oct 1 - 7</strong></td>
<td><strong>Reading</strong>—</td>
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<td><strong>Nurses Taking Action</strong></td>
<td><strong>Articles:</strong></td>
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<td>- Fuller (2017). Lessons of a nurse advocate</td>
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| Week 7 | Evolution of Health Services in the U.S | **Reading**—Chapter 3 in your textbook  
Article: Shannon (2016). The nurse as the patient’s advocate: A contrarian view  
Quiz #2**  
Work on LTE/LTL assignment |
|---|---|---|
| Week 8 | Midterm Week | **LTL/LTE due Monday, October 15 at 11:59 pm  
Complete midterm course survey** |
| Week 9 | Professional Boundaries and Social Media | **Reading** – Chapter 5 in your textbook  
Articles:  
-Aylott (2011). Blurring the boundaries: Technology and the nurse-patient relationship  
-Eisenberg (2010). Electronic medical records: Life in the paperless world  
-Griffith & Tengmah (n.d.). Maintaining professional boundaries: Keep your distance  
-Westrick (2016). Nursing students’ use of electronic and social media: Law, ethics, and e-professionalism  
Group Discussion* |
| Week 10 | Policy & Politics in the Community, Part 1  
(Hospitals/Long Term Care) | **Reading**—Chapters 8 & 10 in your textbook  
Video(s)  
Quiz #3** |
| Week 11 | Policy & Politics in the Community, Part 2  
(Special Populations) | **Reading** – Chapter 11 in your textbook  
Articles: Custer (2015). Mental health parity and integration  
Galvin (2018). Saving through shelter  
Video(s) |
| Week 12 | Policy & Politics in the Community, Part 3 (Outpatient Care) | Reading – Chapter 7  
Article: Fryholm (2014). Saving money, saving lives (this article is in the Weekly Module)  
Video(s)  
Submit your current event summary by Sunday at 11:59PM |
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<tr>
<td>Nov 12 - 18</td>
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| Week 13 | End-of-Life-Issues THANKSGIVING WEEK | Reading—  
Video(s) |
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<td>Nov 19 - 25</td>
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| Week 14 | Ethical Decision Making | Reading—  
Articles:  
-Davis & Williams (2013). Doing the right thing: Ethics applied to nursing practice  
-Kunyk & Austin (2011). Nursing under the influence: A relational ethics perspective  
Video(s)  
Case Study #2 Assignment*** |
<table>
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<td>Nov 26 – Dec 2</td>
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| Week 15 | Putting it all Together | Reading—  
Chapter 14  
Article: Sprayberry (2014). Transformation of America’s health care system: Implications for professional direct-care nurses  
Video(s)  
Wrap Up Group Discussion* |
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<tr>
<td>Dec 3 - 9</td>
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| Week 16- FINALS | FINAL EXAM | Wednesday, December 12  
Open for 16 hours only, make arrangements for this as there is no make-up |
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<td>Dec 10 - 14</td>
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*Initial discussion posts are due by 11:59pm on Wednesday. Responses to peers are due by 11:59pm on Saturday.  
**Quizzes open on Monday at 6:00am and close on Sunday at 11:59pm.  
*** Case Studies are due by 11:59pm on Sunday.

The final exam is open for 16 hours from 6:00am – 10:00pm on the posted date.

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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)

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, there are times when unexpected emergencies occur and considerations may be made; 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 assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight/Percent</th>
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<tbody>
<tr>
<td>Group discussions (3)</td>
<td>30</td>
</tr>
<tr>
<td>Case Studies (2)</td>
<td>10</td>
</tr>
<tr>
<td>Current event summary</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>15</td>
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<tr>
<td>LTE/LTL (in lieu of mid-term exam)</td>
<td>15</td>
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<tr>
<td>Final Exam (1)</td>
<td>20</td>
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<tr>
<td>Total Points</td>
<td>100</td>
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TEACHING STRATEGIES
This course is taught completely online through the Blackboard platform.

• Online course lessons
• Web-based discussions and journals
• Multimedia presentations
• Videos and interactive videos
• Writing assignment
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/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

DISCUSSION BOARDS:

There will be assigned discussion board activities for the course that are group work in which students will share experiences and knowledge related to the content. 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.

Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

CASE STUDIES:

There will be a two (2) case studies allowing students to have further exploration of topics specific to the weeks in which the case studies are assigned. Students will be required to read the case studies and submit a response to posed questions at the end of the case studies. Students are expected to refer to the “Case Study Rubric” and to support individual answers with scholarly sources in APA format.

CURRENT EVENT SUMMARY:

Students will locate a scholarly article based on current health care topics. They will read the article and then use APA format to write a 2-3 page summary. This paper must include the following:

• Title page
• Reference page
• Why do you feel this is an important topic?
• Summarize your article
• Do you feel that the article you found gives a good explanation about the topic and how it affects current health care policy?

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• What barriers to treatment did you discover? If no barriers, what solutions to the problem were offered in the article?
• Include a paragraph explaining how this topic could affect your future nursing practice.

QUIZZES:

There will be (3) quizzes spread throughout the course. Content will be clearly marked within the Weekly Modules in which the quizzes are deployed and on the Course Calendar. Students must adhere to academic honesty rules and guidelines when taking quizzes and exams. Students must use Respondus Lockdown Monitor in order to take all quizzes.

MIDTERM & FINAL EXAM:

In lieu of a mid-term exam students will have a writing assignment (see Letter to the Editor/Legislator). There will be final exam that is based on material after mid-term through the end of the semester. Students must adhere to academic honesty rules and guidelines when taking the exam.

LETTER TO THE EDITOR/LEGISLATOR:

The student participates in advocacy for policy changes and influence through a written letter assignment. The student will choose a relevant health care topic, research the topic, and then write either a letter to the editor or a letter to a legislator advocating for policy change. Once graded and approved by the faculty, this letter can be submitted to the legislator or the editor for publishing or comments. Guidelines and grading rubric can be found within the blackboard online course and at the end of the syllabus.

GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

• Angelo State University Student Handbook located on the ASU website:
  http://www.angelo.edu/student-handbook/
• ASU Undergraduate Catalog located on the ASU website
• ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website
  http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 27</td>
<td>First day of fall semester</td>
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<tr>
<td>September 3</td>
<td>Labor Day holiday, university closed</td>
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<td>September 12</td>
<td>Census day</td>
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<td>November 1</td>
<td>Last day to drop or W for fall semester</td>
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<tr>
<td>November 21 – 23</td>
<td>Thanksgiving holiday</td>
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<tr>
<td>December 10 – 14</td>
<td>Finals</td>
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<td>December 15</td>
<td>Fall commencement</td>
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STUDENT RESPONSIBILITY & ATTENDANCE

ON-LINE: 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 assignments. 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.

COMMUNICATION

Faculty will 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.

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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.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment 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 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.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Please note due dates for specific assignments as they may not all be the same day of the week. 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 INTEGRITY
Academic integrity 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 of 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/ as well as the Department of Nursing Undergraduate Student Handbook 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.

Last Updated 08.20.18
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.

**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, 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/
BSN Student Resources http://www.angelo.edu/dept/nursing/student_resources/

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 a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).
- Developing specific skills, competencies, and points of view needed by professionals in nursing.
- Learning how to find, evaluate, and use resources to explore a topic in depth.
- Developing ethical reasoning and/or ethical decision making.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

RUBRICS FOR ASSIGNMENTS
Located on the following pages

End of syllabus.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Submission</strong></td>
<td>0 Points</td>
<td>5 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Did not post.</td>
<td></td>
<td>Initial posting was no more than 1 day late. (Thursday at 11:59pm)</td>
<td>Met submission deadlines for initial postings. (Wednesday at 11:59pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
<td></td>
</tr>
<tr>
<td>Does not participate in peer responses OR posted to only one peer after the submission deadline.</td>
<td>Posted to only one peer by the submission deadline.</td>
<td>Posted to 2 peers after the submission deadline.</td>
<td>Posted a minimum of 2 peer responses by the submission deadline (Saturday at 11:59 pm)</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Responses Submission</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Does not participate</td>
<td></td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participates 1-2 times and/or on same day.</td>
<td>Participates 3 times but postings not distributed throughout the week (on 2 days)</td>
<td>Participates 3 or more times throughout the week. (3 days or more)</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Does not participate</td>
<td></td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts/references.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task; included references.</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Posts no assignment</td>
<td></td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Posts shallow contribution to discussion (agrees/disagrees) does not enrich discussion.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Includes at least one cited reference.</td>
</tr>
<tr>
<td><strong>Peer Response Postings</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Posts no follow up responses to others.</td>
<td></td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Posts information that is off topic; incorrect or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion. Adds to current discussion and literature.</td>
</tr>
<tr>
<td><strong>Overall Content Contribution</strong></td>
<td>5 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Posts information that is off topic; incorrect or irrelevant to discussion.</td>
<td></td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct but lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion. Adds to current discussion and literature.</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Includes no references or supporting experience. &gt; 6 APA errors</td>
<td>Uses personal experience but no references to readings or research. 3-6 APA errors</td>
<td>Incorporates some references from literature and personal experience; or does not use any professional references. 1-2 APA errors</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clarity &amp; Mechanics</strong></td>
<td>0 Points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>Posts long, unorganized or rude content that may contain multiple grammar and/or spelling errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some grammatical or spelling errors. ≥ 5 errors</td>
<td>Contributes valuable information to discussion with minor grammatical and/or spelling errors. &lt; 5 errors</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
<td></td>
</tr>
</tbody>
</table>
Written Assignment Explanation

Students will choose ONE type of professional letter to write either a Letter to a Legislator (LTE) or a Letter to the Editor (LTE). Please be sure to closely follow the grading rubric. The letter must be written in professional, business style. All words must be your own and presented in business letter format. All sources and facts must be cited within your letter, using APA format. References must be on a separate page. NO QUOTATIONS are permitted. This means no direct quotes. Failure to follow this instruction will result in a significant point reduction or possibly a ZERO. I want to read the information written in your own words. ASK IF YOU HAVE ANY QUESTIONS. A link for Turnitin will be provided so that students can check their letters for plagiarism writing errors prior to submission for grading.

Letter to a Legislator (LTL)

Select a significant health care issue affecting public health and welfare either in your community/state or nationally. Examples can include clean water, food safety, toxic chemicals, improving services and access to the CHIP program, Medicaid and Medicare, or maybe commenting on a bill that is before congress.

For this assignment, you will write a professional letter on a significant health issue and turn it in for grading. I will provide feedback and suggestions BEFORE you send your letter, so you can make changes before sending it.

There are 5 bonus points added to your grade for evidence that the legislator received your letter - a reply from him or her. Legislators almost always reply to constituents, but may take some time.

For state legislators, your issue will have much greater attention if you write letters to:

* Your own state senator, and
* Your state representative, as well as
* Chairs of the:
  * House Appropriations committee
  * Senate Finance committee, and possibly
  * Chairs of Health and Human Services for the Texas House and Senate.

Last, but not least, you can consider the Governor, and the Lieutenant Governor (who actually has more power than the governor in Texas)

Email, fax or mail is effective for State legislators.

For a national issue, write to your:

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• Two US Senators, and
• One US Representative in the House

Also consider writing to the Chair of the

• Senate Health, Education, Labor, and Pension committee, and
• Other members of that committee.

Your letter must explain why the issue is important to the legislator's constituents (the people who live in your communities). This means using facts, statistics, and credible, well-reasoned support for your position, not opinion. Your letter should request the legislator take specific action (support a bill, etc).

Legislators need timely knowledgeable information and feedback. Be sure to establish your credentials (mention or sign your letter indicating you are a nurse or nursing student). Be gracious and respectful. Consider expressing appreciation for a recent speech, vote or action, indicating your courteousness and knowledge (if possible). Learn which issues are state and which are federal, so that you direct your letter to the proper person!

Be sure to:

• Address only one issue. State what it is, what you want done, and why (use facts). Come to the point quickly. Be concise. Be specific.
• Give reasons for your concern, a commitment and request. Draw on personal experience and specific situations; identify the issue's impact on people - members of your family, neighbors, people in other parts of the world.
• Thoroughly research your issue including legislation you may be requesting or referring to!
• Support your issue with facts. Justify your request for action with facts. (how much money will it save? what are expert projection of lives saved? health outcomes improved?) Be sure to cite your sources in APA format and follow your letter with a References page. (See grading rubric)
• Organize your letter with one main point per paragraph. Consider using bullets or numbers for easy reading of facts.
• Summarize and restate the main point in the last paragraph.

If possible, fax or email the letter. Postal security processing may significantly delay letters.

Use the grading rubric as a checklist to make sure you have fulfilled all aspects. Fully describing the problem using APA cited facts is the basis for much of your grade!!!

Letter to Editor Assignment (LTE)

For this assignment, you will write a professional letter to the editor about a specific health care issue - a significant public health or societal problem occurring within your community. There are many possible issues.
Generally, letters to the editor should educate the public about complex health problems and public policy. Some examples are below.

Please DO NOT write a patient education explanation, such as the importance of exercise, avoiding cigarette smoke, etc. This article should be about health policy. Thus, you can use those same topics (exercise, food safety) to share facts about city design to enhance, rather than discourage exercise; or the food inspection system; or toxic chemicals in the water supply. After fully explaining the issue, your letter can urge readers to contact their city council members about the lack of sidewalks in a community which prevent citizens from exercising safely. Similarly, your letter could encourage readers to support legislation related to clean water or food inspection.

You must support these views with APA cited facts and statistics. You must also include a separate References page. Following the above examples, below are samples of the type of facts you need in your letter.

- How much tax money is spent subsidizing the corn industry, which uses corn sugar to make inexpensive unhealthy candy and soda?
- What is the correlation between food industry advertising - making people crave unhealthy products - and the obesity rate?
- How much money does the fast food industry spend lobbying Congress?
- How much money would the state/country save in health care costs by reducing the obesity rate and diabetes rate?
- What business interests oppose it and what are the facts?
- What are the health differences in other communities that do not allow advertising of unhealthy products, especially on children's television?.

LTEs are best if they are exciting! Consider using a story (made up or a composite) or a real situation from work to make your point. (Amy was barely conscious when she arrived in the emergency room, dripping blood from her shoulder and arm - you see how that caught your attention?).

LTEs are more likely to be published if they are in response to a recent event, news story or editorial. Ideal letters are lively, current and highly relevant to readers. (If well-written, the San Angelo Standard Times will publish longer letters as feature editorials). There have been students whose letters have been selected for publication© Refer to a recent news story, editorial, or letter to editor (if possible and if relevent). Have a catchy first line if possible. Use your credentials as a nurse in your letter. As with the LTL, please use business letter format. Cite and reference your sources in APA format. DO NOT INCLUDE QUOTES. I want to read your interpretation of the information. Please refer to the grading rubric.

After being graded and returned to you, submit your LTE to your local paper or to regional newspapers like the Dallas Morning News. As with the LTL an additional 5 points will be given if you provide evidence of a response from the newspaper.

Consider these tips in your LTE:

Last Updated 08.20.18
• Have one issue with 1-3 main points (be sure to support your points with facts!
• Correct misconceptions or share information
• Be accurate - support your position with plenty of facts
• Localize - what is the significance to your local community?!!! How does the issue affects San Angelenos, Texans, etc. Why should they care?
• Identify/propose the solution and tell readers what to do
• Consider putting local legislators' names and contact info in the letter
• Write simply and clearly, avoiding jargon and big words (5-8 grade level)
• Organize your letter with one main point (supported by facts) per paragraph
• Use the active voice (Scientists did X, rather than X was done).
## LTL (Letter to a Legislator) Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains and analyzes a significant public health or societal problem. Uses facts, statistics and logic to explain why it is a serious problem. Describes health, economic, and societal implications.</td>
<td>40</td>
</tr>
<tr>
<td>Uses facts and logical reasoning to propose a realistic, substantive solution. Discussion/solution is in-depth, well-reasoned, and based on research. Facts lead to accurate conclusions about specific actions to be taken, directed to the appropriate person. Be sure to ask for a response to your concerns.</td>
<td>20</td>
</tr>
<tr>
<td>Writing is professional and clear. Organization, punctuation, tone, grammar and narrative are at baccalaureate level. Text is interesting and flows well. Formatting is business-letter appropriate and includes contact information. Facts are presented in APA format.</td>
<td>20</td>
</tr>
<tr>
<td>Reference page is APA formatted and lists at least 6 credible sources. Three of 6 sources must be professional journals. (Reference page follows letter in the same Word document).</td>
<td>20</td>
</tr>
<tr>
<td>Provides evidence of legislator response</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>105</td>
</tr>
</tbody>
</table>

Last Updated 08.20.18
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes and describes significant public health or societal problem. Provides facts and statistics to (a) explain seriousness and significance, and (b) emphasize health, economic and societal implications. Draws accurate conclusions about problem.</td>
<td>40</td>
</tr>
<tr>
<td>Describes fact-based solution. Discussion/solution is not simplistic or superficial (like washing hands, eating right or exercising), but is in-depth and well-reasoned. Facts lead to accurate conclusions about solution. Tells reader what to do and how to do it.</td>
<td>20</td>
</tr>
<tr>
<td>Writing is professional, simple and clear. Organization, punctuation, tone, grammar and narrative are at baccalaureate level. Text is interesting and flows well. Formatting is business-letter appropriate and includes contact information</td>
<td>20</td>
</tr>
<tr>
<td>Reference page is APA formatted and lists at least 6 credible sources. Three of the 6 sources must be professional journals. (Reference page follows LTE combined within one single Word document).</td>
<td>20</td>
</tr>
<tr>
<td>Provides evidence of publication</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>
# Case Study Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission</strong></td>
<td>0 Points</td>
<td>10 Points</td>
<td>15 Points</td>
</tr>
<tr>
<td>Did not submit</td>
<td>Submitted assignment more than two days late.</td>
<td>Submitted assignment no more than one day late.</td>
<td>25 Points Submitted assignment by deadline.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>5 Points</td>
<td>10 Points</td>
<td>15 Points</td>
</tr>
<tr>
<td>Completes task</td>
<td>Completes task with acceptable information answering most parts of the scenario. No sources used to support ideas.</td>
<td>Completes task with good information that answers all parts of the scenario. Lacking full depth of content. Provides some sources to support ideas.</td>
<td>25 Points Completes assignment with substantial information that answers all parts of the scenario. Cites &amp; references sources to support ideas.</td>
</tr>
<tr>
<td>Demonstrating</td>
<td>Uses mostly acceptable grammar and spelling throughout the assignment but has multiple errors.</td>
<td>Uses good grammar and spelling throughout the assignment with only a few errors.</td>
<td></td>
</tr>
<tr>
<td>Poor content</td>
<td>Indicates no organization of thoughts. Writing style is rudimentary.</td>
<td>Poor organization of thoughts that causes the reader to be confused by the writer's meaning.</td>
<td>15 Points Thoughts are clearly organized but writing style is colloquial versus professional in style.</td>
</tr>
<tr>
<td>Indicating lack of effort and does not address questions in the scenario.</td>
<td></td>
<td></td>
<td>25 Points Thoughts are clearly organized in an easy to read professional writing style.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>5 Points</td>
<td>10 Points</td>
<td>15 Points</td>
</tr>
<tr>
<td>Uses poor grammar and spelling throughout the assignment.</td>
<td>Uses mostly acceptable grammar and spelling throughout the assignment but has multiple errors.</td>
<td>Uses good grammar and spelling throughout the assignment with only a few errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>5 Points</td>
<td>10 Points</td>
<td>15 Points</td>
</tr>
<tr>
<td>Indicates no organization of thoughts. Writing style is rudimentary.</td>
<td>Poor organization of thoughts that causes the reader to be confused by the writer's meaning.</td>
<td>Thoughts are clearly organized but writing style is colloquial versus professional in style.</td>
<td>25 Points Thoughts are clearly organized in an easy to read professional writing style.</td>
</tr>
</tbody>
</table>

Last Updated 08.20.18
# Current Event Summary Grading Rubric

## Levels of Achievement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| **Submission** | 0 Points
Did not submit assignment                      | 10 Points
Submitted assignment more than two days late   | 15 Points
Submitted assignment no more than one day late. | 25 Points
Submitted assignment by deadline.                |
| **Content**    | 5 Points
Completes task demonstrating poor content indicating lack of effort and does not address all assignment points. | 10 Points
Completes task with acceptable information answering most parts of the assignment. | 15 Points
Completes task with good information that answers all parts of the assignment but lacks full depth of content. | 25 Points
Completes assignment with substantial information that answers all parts of the assignment. |
| **Grammar**    | 5 Points
Uses poor grammar and spelling throughout the assignment. | 10 Points
Uses mostly acceptable grammar and spelling throughout the assignment but has multiple errors. | 15 Points
Uses good grammar and spelling throughout the assignment with only a few errors. | 25 Points
Uses excellent grammar and spelling throughout the assignment. No errors. |
| **Writing Style** | 5 Points
Indicates no organization of thoughts. Writing style is rudimentary. >6 APA errors. | 10 Points
Poor organization of thoughts that causes the reader to be confused by the writer's meaning. No in-text citations used to support ideas. 4-6 APA errors. | 15 Points
Thoughts are clearly organized but writing style is colloquial versus professional in style. Provides incorrect/incomplete citations to support ideas. 1-3 APA errors. | 25 Points
Thoughts are clearly organized in an APA formatted paper that is 4-5 pages in length, including a title page and reference page. Cites sources to support ideas. No APA errors. |