Instructor: Susan Wilkinson, PhD, APRN, CNS
Email: susan.wilkinson@angelo.edu
Phone: (325) 486-6606 (voicemails are emailed to my cell phone)
Office: Nursing Suite: 318G. I am also the Regional Director for the Laura W. Bush Institute for Women’s Health and have a second office in the LWB suite on the first floor of the HHS building.
Office Hours: By appointment only as I split my time between nursing and the LWB Institute. Please contact me for an appointment if you would like to meet.

Course Information

Course Description
Current theories of management, leadership, and change are explored and related to the nursing process in organizing and providing health care to individuals, families, groups, community, and society. The student will apply management theory to nursing practice.

Course Credits
Three Semester Credit Hours (3-0-0)

Prerequisite and Co-requisite Courses
Prerequisite: NUR 4411 Adult Health Nursing II, & NUR 4321 Adult Health Nursing II Practicum
Co-requisite: NUR 4205 Nursing Concept Synthesis, NUR 4404 Nursing Capstone Residency, & 4307 Community-Based Health Promotion and Disease Prevention

Prerequisite 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).
# BSN Program Outcomes

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

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

## Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program 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>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| **1. Integrate effective leadership and management theories and skills to promote and attain positive patient outcomes.** | Self-reflection logs #1- #2  
IHI Open School modules  
Exams  
Case Management Project  
ATI Exam | 1, 2, 3, 5, 6, 9 | 1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.4, 3.5, 5.2, 6.3, 6.6, 9.14 | EBP, QI, SAF |
| **2. Utilize research data and findings as a basis for making sound nursing leadership and management assessment and decisions.** | Case Management Project  
In class activities | 1, 2, 3, 4 | 1.3, 2.1, 3.4, 3.5, 3.6, 4.6 | INF |
| **3. Promote cohesive and effective teamwork and collaboration.** | IHI Open School modules  
Case Management Project  
In class activities | 1, 2, 6, 7, 9 | 1.4, 2.1, 2.2, 3.5, 6.2, 6.3, 7.10, 9.4 | T&C |
| **4. Plan efficient, effective, safe, ethical and legal health care delivery to individuals or groups within a variety of settings.** | IHI Open School modules  
Case Management Project  
Exams  
ATI Exam | 1, 2, 3, 4, 6, 8 | 1.4, 1.6, 2.1, 2.2, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.4, 3.5, 3.6, 4.8, 6.2, 6.3, 8.1, 8.10, 8.11 | SAF, PCC |
<table>
<thead>
<tr>
<th><strong>Student Learning Outcome</strong></th>
<th><strong>Assignment(s) or activity(ies) validating outcome achievement:</strong></th>
<th><strong>Mapping to BSN Program Outcomes</strong></th>
<th><strong>Mapping to BSN Essentials</strong></th>
<th><strong>Mapping to QSEN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Manage health care resources through planning, budgeting, quality improvement, cost containment, and performance appraisal.</td>
<td>IHI Open School modules Case Management Project In class activities</td>
<td>1, 2, 5, 6</td>
<td>1.4, 1.5, 1.6, 2.1, 2.5, 2.7, 2.8, 4.5, 5.12, 6.2, 7.3, 7.5, 7.10, 9.1, 9.7, 9.8</td>
<td>T&amp;C EBP PCC</td>
</tr>
<tr>
<td>6. Explore the role of the case manager and practice discharge planning.</td>
<td>Case Management Project Exams ATI Exam</td>
<td>1, 2, 4, 5, 6, 7, 9</td>
<td>1.4, 2.1, 4.5, 6.2, 8.3, 8.4</td>
<td>PCC</td>
</tr>
<tr>
<td>7. Prepare for transition into the role of a registered nurse.</td>
<td>IHI Open School modules Exams Vitae, portfolio assignment ATI Exam</td>
<td>1, 2, 4, 6, 8</td>
<td>1.4, 1.9, 8.2, 8.6, 8.13</td>
<td>T&amp;C</td>
</tr>
<tr>
<td>8. Engage in thoughtful and constructive self and peer evaluation to develop the leadership role of the baccalaureate nurse.</td>
<td>Self-reflection logs #1 &amp; #2 Case Management Project Peer evaluation</td>
<td>1, 8</td>
<td>1.4, 1.9, 8.2, 8.6, 8.13</td>
<td>T&amp;C</td>
</tr>
</tbody>
</table>

**Course Delivery**
This is a blended course with roughly 40% of the course delivered online via Blackboard and 60% via weekly face-to-face meetings prior to the student’s off-campus internship experience.

**Required Texts and Materials**
Recommended Texts and Materials

REFERENCED TEXTS (do not need to purchase)


Technology Requirements

To successfully complete this course, students need to have:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University’s Distance Education Website

Topic Outline

AD vs BSN prepared in leadership role
BSN Essentials and NCLEX test plan Leading versus managing
Emotional intelligence Ethical, legal, advocacy Patient-centered care
Prioritizing/Delegating Quality & safety
Time management
Teamwork and communication
Conflict resolutions
Civility
Planning change/change theory
Costs and budgets
Evaluation of outcomes
Professional image
Resume writing, job searching, job interviewing
Nurse-manager expectations
Performance appraisal
Disciplinary action
Chemical dependency
Case management
Role transitions/reality shock

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 email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

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

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 :) 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.)
Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHI Open School Online Modules:</td>
<td></td>
</tr>
<tr>
<td>L101: Intro to Healthcare Leadership</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>QI105: Leading Quality Improvement</td>
<td></td>
</tr>
<tr>
<td>PS101: Introduction to Patient Safety</td>
<td></td>
</tr>
<tr>
<td>PS104: Teamwork and Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Reflection Logs:</strong></td>
<td></td>
</tr>
<tr>
<td>#1: Becoming a Leader</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>#2: Leader as Change Agent</td>
<td></td>
</tr>
<tr>
<td><strong>Exams:</strong></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td><strong>Group Assignments/Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Quality &amp; Safety Grid</td>
<td>10% (5% each)</td>
</tr>
<tr>
<td>Informed Consent/Advocacy Activity</td>
<td></td>
</tr>
<tr>
<td><strong>Vitae, Letter of Application</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Case Management Group Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Case Management Case Study Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Evaluation of Group Work</td>
<td></td>
</tr>
<tr>
<td><strong>ATI Practice Exams: RN Leadership (2)</strong></td>
<td>2%</td>
</tr>
<tr>
<td>ATI Leadership Proctored Exam</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

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:
Teaching Strategies and Methods
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 and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Self-Reflection Logs

Self-reflection Logs embody a useful way to help individuals begin the interesting and often difficult process of critiquing oneself. Warren Bennis, an expert on leadership indicates that a quality common to all great leaders is self-awareness!! (See Bennis, 2009; as listed in referenced texts list).

Self-Reflection will occur during 2 times this semester to have the student reflect on concepts of leadership, communication and change. One reflection will be at the beginning of the semester, and the other, after the change project. Students should take time to write a quality self-reflection. Self-reflections will be graded on thoroughness of exploration of the assigned topic and quality writing expected of the BSN level. Self-reflection topics are as follows:

Self-Reflection #1: Becoming a Leader
Self-Reflection #2: Leader as a Change Agent

(See specifics for each self-reflection in Blackboard, Self-Reflection Tab).

Exams

Two exams are given online throughout the course. See course calendar. Exams evaluate
students’ comprehension and level of competence in meeting unit objectives. Exams also prepare students for the ATI Leadership exam and NCLEX. Exams will test reading material as assigned to assess student achievement of specific learning objectives. Access to exams will be through Respondus™ Lockdown Browser and Monitor.

**Testing via Respondus™ Monitor**

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**Class Preparation and Participation**

Students will participate in many interactive in-class activities. In Blackboard, the Class Outlines tab provides information regarding each class session including learning objectives, pre-class activities, in-class activities and post-class activities. For effective learning and application of concepts, students should complete all pre-class assignments and quizzes before coming to class. Articles and concepts will be explored during in-class discussions. Students are expected to make substantive and quality comments in class that enrich the discussion and support development of critical reasoning. If a pre-class quiz is assigned for the class period under pre-class activities, the student should post completed quiz in Blackboard prior to attending class on that day to receive credit.

**Vitae, Letter of Application, One Professional Reference Letter**

During Class 2, the topic of professional image will be presented to facilitate effective job acquisition. Resume preparation and job interviewing skills will also be taught. Students will prepare a vitae/resume, and a cover letter for a specific nursing job they have identified at a healthcare institution as an exercise to prepare to enter the nursing profession. The vitae must have a professional look, with information neatly presented, no typographical, spelling or grammatical errors. Also it should include personal identifying information, professional objective, education, and work experience, and any special skills / abilities that you have to offer for the position.
The cover letter should also be written neatly using a formal tone, contain no typographical, spelling or grammatical errors. It should be formatted in a business style with return address, date, salutation, body, complimentary closing and signature. Include an introduction of self and give a specific purpose of the letter, indicate the specific job you are applying for, summarize your personal qualifications for the position and request an interview.

The student should also obtain one professional letter of reference written by current or former employer, supervisor or clinical faculty. This letter will be placed in the NUR 4325 portfolio binder.

The vitae and cover letter should be uploaded in Bb and put in the professional portfolio binder for the NUR 4325 class. (This portfolio is a course requirement for the NUR 4325 Synthesis class).

Students are encouraged to practice interviewing each other and participate in a mock job interview, if possible.

**Case Management Activity**

Through participation in this activity students learn about the role of the case manager/care coordinator and then are assigned in groups to plan care for a specific patient. Working in groups, the students will complete an activity packet that introduces the patient and provides demographics, history, diagnosis and reason for admission. This unit explores the role of the nurse as case manager, identifies training and certifications available for case managers; presents expected patient outcomes for the assigned patient; describes the integration of clinical services; explores patient discharge planning needs; and makes recommendations for appropriate community resources. The activity will be graded on thoroughness of responses for each category. See Case Management Unit under the Class Outlines tab in Blackboard. Students will evaluate their peers for contribution to the overall success of the group. See grading rubrics in syllabus attachments.

**ATI Leadership Practice Exams and Comprehensive Proctored Assessment with Remediation:**

An ATI comprehensive final exam will evaluate student competence in meeting overall course objectives and preparation for the NCLEX exam, specifically, the Management of Care content area from the National Council State Board of Nursing 2019 NCLEX-RN Detailed Test Plan. The test plan may be accessed at the following link:


The ATI exam is administered during the final class meeting in the testing center. To help students prepare for this exam, two ATI practice exams have been assigned for students to
complete prior to taking the comprehensive predictor. Students are encouraged to study and prepare for these practice exams; and use their books and notes during the practice exams.

Students access the practice exams by logging into the student account at [www.atitesting.com](http://www.atitesting.com) and selecting the practice assessments tab. Students should post copies of best results on both practice exams to the link provided in the ATI tab. The faculty will take an average of the two highest raw scores earned on ATI Practice Exams for the score on this assignment.

For the proctored ATI Leadership assessment, scores will be calculated as follows:

<table>
<thead>
<tr>
<th>ATI Level</th>
<th>Description of Level</th>
<th>Percentage ATI Test Score</th>
<th>Points Earned for this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; Level 1</td>
<td>A student scoring less than Proficiency Level 1 will plan and complete remediation in this content area.</td>
<td>&lt;61.7%</td>
<td>55</td>
</tr>
<tr>
<td>Level 1</td>
<td>A student meeting criterion for Proficiency Level 1: • is expected to just meet NCLEX-RN® standards in this content area. • should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content. • should meet the absolute minimum expectations for performance in this content area.</td>
<td>61.7% - 75%</td>
<td>70</td>
</tr>
<tr>
<td>Level 2</td>
<td>A student meeting the criterion for Proficiency Level 2: • is expected to readily meet NCLEX-RN standards in this content area. • should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content. • should exceed minimum expectations for performance in this content area.</td>
<td>76.7% - 86.7%</td>
<td>85</td>
</tr>
</tbody>
</table>
Level 3 | A student meeting the criterion for Proficiency Level 3:  
- is expected to exceed NCLEX-RN standards in this content area.  
- should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.  
- should exceed most expectations for performance in this content area. | 88.3% - 100% | 100

ATI determines the cut-off scores for each level, based on exam psychometrics normed on a national level. These cut-offs will not be adjusted. For example, if a student’s raw score on the ATI was a 75% and earns a Level 1, then the grade entered will be 70 points, as indicated by the above table.

**Following completion of the ATI proctored assessments, students receiving a score of Below Level 1 will complete written remediation for content/concepts missed and submit to Blackboard under the ATI Testing tab. Written remediation will be due by Friday, May 1st @ 5pm.**

**Assignment Submission**
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at susan.wilkinson@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. 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**
**POLICY ON LATE OR MISSED ASSIGNMENTS**
Due dates and times for assignments are listed on the course calendar and posted in Bb. Failure to submit your assignments on the assigned date will result in a ten percent deduction for each day after the posted deadline. No papers or postings will be accepted more than 2 days past the assigned due date unless arrangements are made with the faculty prior to the original due date and due to extenuating circumstances. Please contact faculty if you have a serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.
General Policies Related to This Course

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

- Angelo State University Student Handbook
- Angelo State University Catalog
- Undergraduate Nursing Student Handbook

Important University Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13th</td>
<td>Spring classes officially begin</td>
</tr>
<tr>
<td>January 20th</td>
<td>MLK Holiday – online class this week</td>
</tr>
<tr>
<td>March 9-13th</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 10th</td>
<td>Spring Holiday</td>
</tr>
<tr>
<td>May 4-8th</td>
<td>Final Exams Week</td>
</tr>
<tr>
<td>May 1st</td>
<td>Last Day of spring semester</td>
</tr>
<tr>
<td>May 9th</td>
<td>Spring Graduation</td>
</tr>
</tbody>
</table>

Student Responsibility and Attendance

LECTURE: Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor prior to missing class.

According to the undergraduate handbook, a week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student’s ability to complete the course. Attendance will be checked for each lecture.

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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Academic Integrity

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

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.
Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the ASU Writing Center.

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112
Incomplete Grade Policy

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. See ASU Operating Policy 10.11 Grading Procedures for more information.

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.

Nursing Weblinks

- Board of Nursing for the State of Texas
- BSN Student Resources

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:
Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule- See Course Calendar for Assignment Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13/20</td>
<td>Orientation to Course Principles of Leadership and Management</td>
</tr>
<tr>
<td>1/20/20</td>
<td>MLK Holiday Online Class</td>
</tr>
<tr>
<td>1/27/20</td>
<td>Professional Image, Resume Writing, Job Searching and Interviewing</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: Julie Ruthenbeck, ASU Career Services</td>
</tr>
<tr>
<td>2/3/20</td>
<td>Establishing Priorities and Principles of Delegation</td>
</tr>
<tr>
<td>2/10/20</td>
<td>Quality, Safety and Healthy Work Environments</td>
</tr>
<tr>
<td></td>
<td>Conflict Resolution/Civility/Unprofessional Conduct/Peer Review</td>
</tr>
<tr>
<td>2/17/20</td>
<td>Inter-professional Collaboration, Working in Teams</td>
</tr>
<tr>
<td></td>
<td>TEAM STEPPS</td>
</tr>
<tr>
<td>2/24/20</td>
<td>Change Theory/Planning for Change/Chemical Dependency</td>
</tr>
<tr>
<td>3/2/20</td>
<td>Case Management</td>
</tr>
</tbody>
</table>
Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

In order to ensure consistent, sufficient student feedback regarding programs and services provided for students by the Department of Nursing, as required by our accreditation requirements, opportunities for students to evaluate both their courses and course instructors will be provided. Student opinions and feedback are valued and are part of each Course and Instructor evaluation process. Students are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by nurses.

End of Syllabus

1. https://blackboard.angelo.edu
3. https://www.angelo.edu/catalogs/
5. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of
8 https://www.angelo.edu/dept/writing_center/academic_honesty.php
9 https://www.angelo.edu/services/disability-services/
10 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
11 https://www.bon.texas.gov/
12 https://www.angelo.edu/dept/nursing/student_resources/undergrad_info.php